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ABSTRACT

This manual was developed to help regional administrators and teacher educators conduct inservice training for local teachers who teach writing in preparation for the new General Educational Development (GED) test. The manual is organized in six sections. The first section explains the rationale for the GED writing sample and outlines what the writing sample will require. In Section II, holistic scoring of the GED Test Writing Sample is discussed; a rating sheet and sample essays are included. The next three sections (III-V) provide teachers with plans for conducting classes to teach adults how to write. Information on the curriculum, as well as on the writing process, is included. Also included are instructional strategies for prewriting, drafting, revising, editing, and evaluating. The final section contains directions for planning and managing an inservice workshop. A glossary and a bibliography complete this guide. (KC)

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AN INSERVICE EDUCATION MANUAL

A Special Project in New York State
Supported by the Adult Education Act

Two-Year College Development Center
State University of New York at Albany

June 1986

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TEACHING WRITING TO ADULTS:
AN INSERVICE EDUCATION MANUAL

Written and Compiled
by
Dorothy Hammond
Joseph Mangano
Project Consultants

A Special Project in New York State
Supported by the Adult Education Act,
New York State Education Department

Two-Year College Development Center
State University of New York at Albany

in cooperation with

Bureau of Adult and Continuing
Education Program Development
New York State Education Department

June 1986

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Introduction

This Inservice Education Manual is a product of an Adult Education Staff Development Project conducted by the Two-Year College Development Center, State University of New York at Albany, in cooperation with the Bureau of Adult and Continuing Education Program Development, New York State Education Department. The major intent of the project was to enhance regional capacity for providing inservice training to local instructors teaching writing in preparation for the new GED exam. The basic strategy employed was centralized training of 40 adult educators serving as peer teacher-trainers who, in turn, provided ongoing inservice to colleagues in their respective regions. These 40 peer-trainers functioned as two-person teams and represented the regions across New York State in proportion to program size. In each region, the State Education Department Area Supervisor worked with these teacher-trainers to coordinate planning, implementation and follow-up as locally appropriate.

The skills or outcomes resulting from the two-day centralized training session included: a) knowledge about the new writing test item, b) understanding of criteria to be used in scoring the test item, c) capability to use, at least minimally, the holistic scoring technique, d) knowledge of selected instruction within the writing process generally and as related to test requirements specifically, e) awareness of a variety of selected teaching strategies to use in classroom, and f) awareness of selected management strategies to facilitate integration of writing into individualized instruction.

The project was developed on the assumption that teachers, and particularly teachers with minimal experience with inservice training, could, as a result of intensive training, serve as effective peer teacher-trainers and offer a potential ongoing resource within the region. To serve as the basis for the centralized training of the 40 peer-trainers, a pilot edition of an inservice manual was compiled. This edition grew from that pilot and is the result of refinements and revisions that emerged from use and application.

Two project consultants with recognized expertise in writing and adult education provided the content and instruction for the centralized training--Dorothy Hammond and Joseph Mangano. In addition, they assumed major responsibility for the content of this publication.

An advisory committee provided direction to the project through recommendations for content and process. Committee members included: Maureen Considine, Human Resources Center, Albertson, Long Island; Lyle C. Jensen, Cattaraugus-Allegany BOCES; Rose Marie Lamorella, Albany Adult Learning Center; M. Matthew Murray, Cortland-Madison BOCES; Kathleen Reeves, Greece Central Schools; Carole Weinstein, Deloitte, Haskins & Sells, New York City; Russell Kratz, Chief, and Carol Jabonaski, Supervisor, Bureau of Adult and Continuing Education Program Development, New York State Education Department.

This publication is not intended to be a textbook for teaching the writing process. Neither is it a narrowly prescribed handbook for passing the GED test. Although it does focus on the new GED writing sample, there are elements in this manual that will apply to longer term ABE or GED writing instruction.

Educators, especially those with some experience with inservice programs, will find this manual helpful in the development of local workshops or training sessions for teaching writing to adult students. Teachers will find the manual a useful resource for increasing their awareness and understanding of the new GED test item and for their instructional programs in preparing students for success in writing.

The contents of this manual were selected to support an inservice education program for teacher-trainers in New York State adult education. All materials will not apply to any one given training situation. Choices based on intended inservice outcomes must be made.

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I. THE GED WRITING SAMPLE

Why Add A Writing Sample to the GED Test?

In February 1984, the General Educational Development Testing Service (GEDTS) reported the results of a five-year review of the five sections of the GED Exam to a Tests Specification Committee composed of a select group of 26 educational leaders from around the nation. The Language Arts panel of that committee recommended that a writing sample be added to the Writing Test. The panel declared that "no one should receive credit for high school equivalency without being asked to demonstrate writing ability directly as well as indirectly."(1)

In September 1985, a detailed proposal of recommendations for all five tests was presented to the Commission on Educational Credit and Credentials, the policy-making body of GEDTS. The Commission approved the addition of a writing exercise, citing the need to "respond to concerns throughout education about students' communication skills" as well as the necessity to "more closely reflect high school curricula" which are increasingly requiring writing proficiency for high school graduation.(1)

The addition of a direct measure of writing ability will be one of several revisions to the five tests comprising the GED exam which will become effective nationally in 1988. However, in New York State, Commissioner's Regulations require that a writing sample be added to the GED high school equivalency examination beginning in July 1986.

The writing sample will be added to the present Writing Skills sub-test, and will require examinees to demonstrate their ability to compose rather than merely to edit. Anyone taking the GED exam for the first time will be required to complete the writing sample as well as Part I of the Writing Skills Test, and the other four sub-tests.

Students who first met the eligibility requirements for the GED Exam and took at least one of the tests before July 1, 1986, will have at least until July 1, 1988 to complete the exam without being required to take the writing sample.

For students with handicapping conditions which might prevent them from taking the writing sample as it is usually administered, alternative testing procedures can be arranged. Requests for alternative testing procedures must be made by the program director and must document the student's special needs. Requests should be sent far in advance of the testing date to:

Division of Educational Testing
High School Equivalency Testing Programs
New York State Education Department
Albany, New York 12234

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(1) The 1988 Tests of General Educational Development: A Preview, American Council on Education, 1985.

What Will the Writing Sample Require?

The essay component of the GED Writing Skills Test will require examinees to compose a written response to a "prompt" or "task." Examinees will be provided with a single topic which asks them to present an opinion or an explanation regarding a situation about which adults would be expected to have some general knowledge. Topics will be brief, identifying an issue or situation familiar to adults and asking a question about it. No specialized knowledge will be required in order to respond to a topic.

Sample: *Many people believe that young people spend too much of their time watching television.*

Do you agree or disagree with this opinion? Write about 150-200 words to present your view. Support it with examples from your own experience or your observation of others.

Examinees will be permitted at least 45 minutes to complete this section, Part II of the Writing Skills Test. Studies conducted by the GED Testing Service indicate that 45 minutes is an adequate amount of time for examinees to respond to the topic.

Examinees will be asked to write their essays in an answer sheet booklet designed specifically for that purpose. The test instructions will encourage examinees to plan their responses and to make notes before writing their essays. Space for this purpose will be provided in the answer sheet booklet or through the use of scratch paper during the test administration. Students should be assured, however, that the notes made on the blank pages or scratch paper will not be scored.

The essay component will be combined with the present test of 80 multiple choice questions in spelling, capitalization and punctuation, usage, sentence structure, and logic and organization.

Beginning in 1988, the Writing Skills Test, Part I, will be revised to include items in approximately the following proportions:

Sentence structure:	35%
Usage:	35%
Mechanics:	30%

The present Logic and Organization section will be measured directly in the essay component.

Research in evaluating writing shows that the overall validity of a test in writing is improved significantly by

1) requiring at least two samples of writing, scored by separate readers; or by
2) combining the highly reliable scores from the indirect measure of writing (the present multiple choice test) with a more valid direct measure of writing (the essay).

The GED Testing Service has chosen the second alternative. Their studies show that the degree of correlation between the multiple choice and the essay components is insufficient to produce a precise prediction of an essay score based on the multiple choice section of the test, or vice versa. The two components measure related but clearly different sets of skills. By combining the two scores GEDTS will obtain a reliable measure of writing ability. The combined scores will be reported as a single composite score on the same score scale as that used for all other tests in the GED test battery.

The addition of the essay will require changes in adult education courses, which have traditionally taught grammar and usage and editing skills rather than composition skills. Studies by the GED Testing Service revealed that very few of the sample examinees had sufficient essay writing skills, and would require instruction and practice in actual composing strategies.

II. HOLISTIC SCORING AND THE GED TEST

How The GED Essay Test is Scored

Each paper written for the GED Essay Test is scored by two trained readers. The readers score the papers "holistically"; that is, the piece of writing is evaluated on the basis of its overall effectiveness. The salient features of holistic scoring are well described by Conlan (1976):

> The basic assumptions of the holistic reading are that each of the factors involved in writing skill is related to all the others and that no one factor can be separated from the others. Readers must judge each essay as a whole; they must read each paper for the impression its totality makes. A misspelled word, a comma splice, a sentence fragment, a misplaced modifier should carry no great weight in scoring a paper. The candidate is entitled to make some mistakes: he or she is writing hurriedly in a tense situation, without recourse to a dictionary, without the customary time for deliberation. If readers read each paper as a whole, then, they are better able to judge the competence of the writer. If the paper is poorly written, that will be part of the reader's first impression; there is no need to analyze it word by word to decide that it is badly done. If the paper contains mistakes because the writer, though capable, has been forced to hurry, the reader will judge the general quality of the paper most effectively by reading it as a whole. The motto of the reading might well be "Read quickly and judge. Do not re-read."

The score scale used by each reader in the holistic evaluations ranges from a low of 1 to a high of 6. The two readers' scores are then added, resulting in a range of scores from 2 to 12. For the GED Essay Test, the summed essay score will be combined with the score on the multiple choice section of the Writing Skills Test to form a composite score on a scale of 20 to 80.

Because the six-point scale is an even-numbered scale, there is no mid-point. The lack of a mid-point forces readers away from a natural tendency to drift towards the middle. With an even-numbered scale, readers must decide whether each paper belongs in the upper half or the lower half of the papers being scored. Readers can make this decision only if they have some awareness of the total range of writing ability represented by the papers, and this is provided by sample papers selected to include at least one paper at each point

on the score scale. These papers are called rangefinders. Readers also use a scoring guide which describes the characteristics of upper and lower-half papers in general, and of papers at each point on the scale.

Upper-half papers show a clear understanding of the purpose of the task, pursued with varying degrees of effectiveness. Ideas are presented within an organizational framework that shows evidence of planning, and are supported by examples and details, again in varying degrees of effectiveness. Upper-half papers are marked by effective use of language and control of the Conventions of Standard Written English.

In contrast, lower-half papers either fail to convey an understanding of purpose, or lack one entirely. Ideas are often superficial or insufficient, and the organization ranges from limited at 3, to inadequate at 2, to absent at 1. Lower-half papers exhibit poor levels of language use and errors in mechanics which interfere with understanding.

In New York State, all essays will be sent to the State Education Department in Albany to be scored with the rest of the GED Exam. All writing samples will be scored holistically by highly reliable raters who also score the Regents Competency Test in Writing which is taken by high school students.

Although GED classroom teachers will not score the final writing sample tests written by their students, it will be necessary for them to understand the criteria by which the essay will be evaluated. Teachers and students will benefit greatly by internalizing the criteria of the GED Essay Scoring Guide and by using those criteria to evaluate classroom writing holistically; that is, by applying all the criteria at once to judge the total effectiveness of the whole piece of writing. The remainder of this section provides guidelines for application of holistic scoring.

Criteria for Rating the GED Writing Sample

The criteria for evaluation found in the GED Essay Scoring Guide can be more clearly understood by organizing them in chart form:

> Criteria Chart I (page 11) lists the six criteria in the extreme left column. Reading across the chart is the description of the degree to which that criterion will be found at each of the six points on the scale. The scale can also be read vertically to obtain a full description of all criteria at any specific point on the scale. For example, a top paper at Level 6 will be most like the characteristics described in the Level 6 column, and a 2 paper will be most like the characteristics described in the Level 2 column. However, many papers will move back and forth across two or more levels.

Criteria Chart II (page 12) is an abbreviated form of the criteria, and highlights the most important words at each level for each criterion. This abbreviated scale will be most useful after the descriptions in the first chart have been thoroughly internalized.

Classroom teachers should use these charts in two ways. First, teachers and students can use the six-point scale for holistic scoring of trial essays in order to predict readiness to succeed on the GED Writing Sample. Second, teachers can use these charts to diagnose student weaknesses, applying the same criteria which will be used in evaluating their writing on the test.

Steps in Rating the GED Writing Sample

In rating the students' responses, the procedures outlined below should be followed:

1. Carefully read the task you will be rating. Note exactly what is required in the answer.

2. Write your own response to the task. This is the best way to understand the requirements of the task.

3. Carefully review the criteria established for each of the six levels of the rating scale and a zero scale. These criteria are given on the chart titled "Criteria for Rating the GED Writing Sample," found on page 11.

4. Read each student's response quickly, keeping in mind the task and the criteria for each score level of the rating scale. No more than two minutes should be needed to read a student's response. Do not make any marks or corrections on the student's paper.

5. Decide what score level is appropriate--that is, which level of criteria most nearly describes the student's response. Remember that in a 1-6 point scale, there are wide ranges within each score level.

6. Record the score in the appropriate place on the Rating Sheet (page 13). Make sure that the score is correctly matched to the number on the rating sheet. Do not record the score on the student's answer paper.

The reading and rating of students' responses should be done quickly once the task and the criteria established for the rating scale have been internalized. Do not spend time agonizing over a student's response. Remember to rate holistically (evaluating the quality of the whole piece of writing) rather than analytically (focusing on specific errors). Refer to the criteria on the chart, as needed, during the rating process.

Each essay should be scored holistically by two different readers, using the six-point scale. If the two scores are the same or adjacent, they are simply added to produce a score in a range of 2 - 12. If the two scores are not adjacent, that is, are more than one point apart, a third score is required and the final score is twice the average of the three scores.

Remember that the score on the writing sample will be combined with the score on the multiple-choice test and reported on a standard score scale as a single score.

Teachers who participated in the statewide training sessions in the fall and winter of 1985-86, will recognize a change in the material that follows from the material in the Pilot Edition of the Inservice Education Manual. When that manual was prepared, it was expected that New York State would prepare the Writing Sample Test from 1986 until 1988, when the Writing Sample will be required nationally. Therefore, we provided a sample test item and student responses from New York State efforts. For this edition of the manual, the GED Testing Service has generously approved the use of their materials.

CRITERIA CHART I

CRITERIA FOR RATING THE GED WRITING SAMPLE

Criteria	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Purpose	Demonstrates clear and definite understanding of purpose of task	Demonstrates acceptable understanding of purpose of task	Demonstrates evidence of understanding of purpose of task	Demonstrates some evidence of understanding of purpose, but may include digressions	Demonstrates little understanding of purpose of task	Minimally addresses the assigned topic
Content	Content includes several highly substantive ideas	Content includes clearly stated, relevant ideas	Content includes sufficient, appropriate ideas	Content is limited to simple listing or haphazard recitation of ideas	Content is marked by superficial or inappropriate ideas	Content is marked by lack of appropriate ideas
Organization	Develops topic with a logical and coherent plan of organization	Develops topic with a clear plan of organization	Develops topic with an adequate plan of organization	Develops topic with a limited or insufficient plan of organization	Develops topic with little or no plan of organization	Plan of organization not generally evident
Support	Uses support material that is relevant, specific, and substantive	Provides effective support for each major point	Provides sufficient, but less effective, support material	Support material is insufficient or irrelevant	Support material is inadequate or unsupported	Support material is generally not evident
Language	Uses specific, vivid, precise language	Uses appropriate language but somewhat less vivid or specific	Uses appropriate language	Uses trite, ordinary, imprecise language	Uses immature or inappropriate language	Language often fails to communicate
CSWE	Uses Conventions of Standard Written English with few or no errors in mechanics	Demonstrates controlled use of CSWE with only occasional errors in mechanics	Use of CSWE is generally reliable and errors in mechanics do not interfere with communication	Repeated weakness in the CSWE which interfere with communication	Errors in the CSWE seriously interfere with communication	Demonstrates lack of control of the CSWE

A Zero Paper

Is a blank paper; OR

Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response; OR

Is off-topic; written on a topic other than the one assigned.

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CRITERIA CHART II

ABBREVIATED RATING SCALE FOR GED WRITING SAMPLE

CRITERIA	Upper Half 6	5	4	Lower Half 3	2	1
Understanding of Purpose (Task)	clear definite	acceptable	evident	some evidence but digression	little evidence	minimal or none
Content Evidence of Ideas	several substantive	clearly stated relevant	appropriate sufficient	listing haphazard recitation	superficial inappropriate	lack of ideas
(Plan of Development) Organization	logical coherent plan	clear plan	adequate plan	limited insufficient plan	little or no plan	no plan
Support Materials for Ideas	relevant specific substantive	effective for each point	sufficient, but less effective or convincing	insufficient irrelevant	inadequate unsupported	not evident
Language	specific vivid precise	appropriate less vivid or specific	appropriate only	trite ordinary imprecise	immature inappropriate	often fails to communicate
CSWE Errors in Mechanics	used consistently few or no errors	demonstrates control only occasional errors	generally reliable errors do not interfere	repeated weakness errors interfere	little control errors seriously interfere	no control

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RATING SHEET FOR THE GED WRITING RESPONSE

	Test Number	Score #1	Score #2	Score #3	Final Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					

Please note: This Rating Sheet has been designed with numerous spaces for ease in duplication and usage.

SAMPLE GED ESSAY TEST

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

WRITING SKILLS, PART TWO

Instructions

This is a test to determine how well you write. You will be asked to write an essay explaining something or presenting an opinion on an issue.

In this test booklet there are 20 essay topics. You will be told the number of the topic for which you are to prepare an answer. In preparing your answer, you should take the following steps:

1. Read all of the information given in the assigned topic.

2. Plan your answer carefully before you write.

3. Write your first draft on scrap paper.

4. Read carefully what you have written and make any changes that will improve your writing.

5. Check your paragraphing, sentence structure, spelling, punctuation, capitalization, and usage, and make any necessary corrections.

6. Write your final answer on the lined paper of the separate answer booklet.

You will have 45 minutes to write on the topic you are assigned. Write legibly and use a ballpoint pen so that the evaluators will be able to read your writing. Write your answer only on the lined paper of the separate answer booklet. The first draft that you write on scrap paper will not be scored. The test booklet, your separate answer booklet, and your scrap paper will be collected at the end of the 45 minutes.

Your essay will be scored by at least two trained evaluators who will judge it according to its overall effectiveness. They will be concerned with how clearly you make the main point of your essay, how thoroughly you support your ideas, and how clear and correct your writing is throughout the essay.

DO NOT OPEN THE TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Source: The 1988 Tests of General Educational Development: A Preview, American Council on Education, 1985. Excerpted with permission.

Sample Topic

The automobile has certainly been responsible for many changes in the United States. Some of these changes have improved our lives and some have made life more difficult or unpleasant.

Write a composition of about 200 words describing the effect of the automobile on modern life. You may describe the positive effects, the negative effects, or both. Be specific, and use examples to support your view.

Refer to the steps on the directions page for more specific instructions about writing your composition.

* * *

All topics used with GED examinees during development studies remain secure test questions (for possible use in 1988) which cannot yet be published, nor can the examinees' responses. However, we are able to provide the example topic above, which was used with a national sample of high school seniors. The following responses were written by high school seniors; the scoring scale used to score the papers is the same as that used to score GED examinees' papers. The GED Essay Scoring Guide follows the samples, along with the actual scores awarded the papers.

Source: The 1988 Tests of General Educational Development: A Preview, American Council on Education, 1985. Used with permission.

The effects of the automobile on American has its good points and bad points. I will discuss some of these effects as I am writing.

The goods effects of the automobile are many. The automobile has helped us get were we want to in a shorter time. It has helped us travel long distances in comfort. In cold weather, it has helped us stay warm while hunting or just driving down the road. In hotter weather, it has helped us stay cool and comfortable with air-conditioning. The four-wheel drive has helped us get through deep snow and mud in the Spring and winter.

Some bad effects of the automobile are that it has caused much pollution and accidents. It has made us maniacs of the highway. It has created more deaths and new laws

in this world. It has caused some people to drive fast and get hurt doing it. It has caused the production of tires, and more steel. In ways it has helped and in others it has hurt us.

~~The invention of the automobile has certainly done more good for more people~~

The good that the invention of the automobile has done for the world, in terms of convenience, time and labor, certainly outweighs the problems it has caused. The invention of the automobile has created a tremendous job market in the united states and other auto manufacturing countries. What's more, it ~~does~~ the need for fuel to operate all the cars, trucks, and motorcycles on the road today has helped to ~~create~~ create thriving, modern countries where backward, third-world countries were once predominate.

On a smaller scale, the automobile has tremendously benefited such people as farmers, who can transport goods much quicker today than just a century ago. Productivity in a variety of businesses has increased because important materials and information can be delivered in hours where it used to take days or weeks. Moreover, treatment of the sick or injured is now more efficient because necessary machinery or medicines can be rapidly obtained, not to

mention the fact that patients themselves can be transported to hospitals much more quickly; A great benefit where time can be the difference between life or death..

Even With all the ~~good~~ services that automobiles provide, there are still some major drawbacks. Some of these, like accidents due to faulty construction, are being slowly but surely removed as science and technology advances. Others, such as drunk driving, may never be eliminated, but their frequencies can certainly be lessened as public awareness and outcry increases.

There are other problems, too; how automobiles affect the ecology of our planet, dense traffic, increasing hazards due to increasing driver population, to name a few. All of these however, ~~do not~~ are not reasons to oppose ~~the~~ automobile production. As described, automobiles are not only beneficial but necessary to today's world. These problems will just have to be dealt with in time.

Many of these effects are negative. For many of us, a close relative, friend, or someone beloved has been killed due to automobiles accidents. Many occur under certain circumstances like, driving while drinking, not paying attention to the road, but most of are they ~~are~~ most likely to occur when someone is driving at a high speed.

I think that cars are helpful, but not really necessary We can always find other ways of transportation; therefore, less accidents would not occur.

The automobile has meant a great deal to the de-centralization of the American family. The increased transportation possibilities have caused the tradition of an entire family living in the same area to end, for now it is very easy to leave. Therefore, ~~modern society is~~ people in modern society are much more independent and self-reliant.

Another effect the automobile has had on modern society is seen in the teenage culture. To most teens, a car means freedom and a chance to do things on their own, away from their parents. Increased social activity is available once a teen receives his license. This means that kids are growing up even faster than before.

Finally, although the widespread use of the auto has meant the spreading out of the family, it also means that it is easier for them to travel to reach each other. It has brought together people who might have otherwise never been able to see each other.

Automobile has likes a positive effects in many peoples life today, it is a deep pleasure to a lot of us. Most of all about Automobile is a good use for elders people who can't get around. It is also a good use for traveling because it is very hard to walk to California, but when there is an automobile around you have it made. I think an automobile is one of the best thing a human can have. In case of an emergency, there are ambulance, police cars, and etc. It also can get you to the hospital most easy, and may get you there in time enough to save your life. There are many kinds of automobiles in the world's today. I think they are very important in some ways, like grocery shopping, going to work, and etc. Automobile is also a negative effect in many people life today, most of all it deals with teenage, there are more teenage involved in automobile accident in the world today, because of Alchol beverages. A automobile is

nothing to play around with. It is a dangerous vechile which have destoryed many people life you this world today. When you are drinking alchol dont drive an automobile because it is leading you on to death. It is a sudden way you are suppose to handled a vechile, such as the way you speed. Most of the automobile comes from racing to, like I said an automobile is nothing to play around with. For parents they should have safety in the case such when they have a little baby with them, they should have a car seat for the baby, it is against the law to have a baby while driving. That cause an automobile accident. Some Automobile are mixed used by many peoples, because they don't know about automobile and the way they can harm you. You have to be very carefully when you are about to get your key on vechile, be very sure to have all parts of the vechile checked by a meachine, because

anything could be wrong with the automobile. So you have to be very careful with them, because they will ~~dead~~ load you on to death.

The modern day automobile has several affects, ~~on our civilization~~, both positive and negative, on our civilization. On a positive viewpoint, the automobile can be considered essential to our lifestyle. Today's world is much more fast-moving than before. People have deadlines to meet, and, without the use of the automobile, it would be difficult to uphold these obligations. Also, the transportation of goods makes the automobile neccessary. For example, if a company were to ship its goods over a fifteen mile distance, it would be much more economical to use a truck rather than a train or plane. The automobile also gives its owner a sence of freedom. If an owner of an automobile has a weekend off, for instance, he can take that short ~~trip for the~~ vacation he would not have had if he did not have an automobile. In these ways, the automobile tends to serve civilization well. It does, however, have its drawbacks.

The automobile has caused several problems in today's society. It has ~~caused~~ unquestionably added to the problem of pollution. The exhaust of an automobile has increased the problem of air pollution considerably. The installation of catylitic converters and the installation of emission controls has lessened the

problem, but has by no means solved it. Noise pollution is another situation to be recognized. A crowded free-way during rush hour can be very disturbing to any nearby residents. I have seen no solution to this problem, for, while it is possible to make an engine quieter, it is impossible to keep a motorist from blowing his horn. Traffic fatalities must also be considered. Lowering the national speed-limit to 55 miles per hour has helped, but again, this has not solved the problem. By reviewing these arguments, the automobile may be considered a hazzard to modern day civilization.

All in all, while the automobile has aided our modern world in many ways, it still has its drawbacks. If these drawbacks can be ironed out, the automobile may be considered a tremendous asset by any standards.

JH

E 7

The automobile was designed as a means of transportation. as the years passed by the automobile has increased in quality size and comfort. the public society ~~steer~~ has argued that the automobile gives off too much pollution as do the factories. These facts about the automobile are all true about automobiles and their manufacturer but little has changed. Some states require a check on your car each year for pollution causing factors and if any are found they must be corrected. I believe that each State should help in the economizing of automobiles and prevent them from polluting the general publics air.

E 8

Automobiles were only affordable to the rich, when they first came out. As time past, the auto industry has become more advance. Automobiles were used by the rich to impress others of their good fortune. There were only a few people who could afford them. But, today everyone ~~at~~ owns at least 1 car.. There are many advantages and disadvantages of cars today. ~~But~~ There's one common purpose of them, their ability to get you somewhere in a hurry.

The advantages of owning a car comes from the car you bought. A porshe ~~ga~~ gives you pleasure in showing off or just cruising to impress the girls. A conventional car is used to take the kids to school, or just ~~of~~ run errands. A family car is used ~~on~~ to take family trips or just have a nice ride in the country. Cars comes in many shapes and sizes, ~~it was~~

The disadvantage of owning a car is having to pay for it. There's alot of responsibilities that comes in owning a car. Your faced with monthly notes,

insurance, and repairs. Theirs also the problem of putting gas in your car. Gas can be pretty expensive when your on a tight budget. As you grow older, you become more Conservative with your money. You Try to pick out the car that gives you more gas to the miles instead of a car ~~to~~ that looks good and guzzle up your gas.

In conclusion, cars can be a useful tool or a destructive tool. Its according to how you use it. Managing your money is a big part in owning a car and if your not quite ready to drive a car. Your putting your life and maybe someone else's in danger.

The automobile is a product of human ingenuity. It was made, like every thing else, to preoccupy us, to distract us from reality. The man who made it is rich and happy. The man who crashed it didn't care. We must understand that all things put on this disgusting, Evil world was created to keep us busy or playing so that we don't have time to think about who made us and why he did it. We know that we are here and that's all we need to know. As long as we have toys to play with. We know that us being the highest form of life, every thing in our power including inferior people, Animals, And Machines were made for personal gain and superiority. Everything we own and Everybody we know will either be used or will take advantage of. Someone not as great. Who ever made us is more powerful than we are or he couldn't have created us therefore we too ARE being used. Just By living we are satisfying someone elses

needs. We were meant to be born to live an average life then to die satisfied and content. If we do that we are serving the purpose of our Dictator Creator. We will have succeded in carrying out his plan. He will have succeded in using us. He continues to mislead us. We don't why we were made and where we will go after we die because he doesn't want us to know. People think they have life great and should be satisfied with what they have. But people starving in other countries don't know how bad they have it because they don't know of our lives. God made people less fortunate because the people who have it better will think they really have it great and they think who ever made them is just as great. But we don't have someone to really compare ourselves to we won't live long enough to see what great really is. If we go by our Creators plan. We must defy his plan and refuse to conform will his plans

We must not be satisfied with an average life selling used cars. We must not carry out his orders. We must do the one thing that he doesn't want us to. IF the things I bought didn't serve there purpose they would be useless. IF I didn't serve my creator purpose I would then be useless to him and he would be deprived of a servant. We must turn the swords upon ourselves and decide our own FAte INstead living a story made to Entertain an Evil Nothing.

The DeviL is never a MAkeR

But the Less that you give MAkes you A tAkeR.
But it goes ON and ON and ON.

Think about it hArd

GED ESSAY SCORING GUIDE

Papers will show some or all of the following characteristics

Upper-half papers make clear a definite purpose, pursued with varying degrees of effectiveness. They also have a structure that shows evidence of some deliberate planning. The writer's control of English usage ranges from fairly reliable at 4 to confident and accomplished at 6.

6 Papers scored as a 6 tend to offer sophisticated ideas within an organizational framework that is clear and appropriate for the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. The writing is vivid and precise, though it may contain an occasional flaw.

5 Papers scored as a 5 are clearly organized with effective support for each of the writer's major points. The writing offers substantive ideas, though the paper may lack the flair or grace of a 6 paper. The surface features are consistently under control, despite an occasional lapse in usage.

4 Papers scored as a 4 show evidence of the writer's organizational plan. Support, though sufficient, tends to be less extensive or convincing than that found in papers scored as a 5 or 6. The writer generally observes the conventions of accepted English usage. Some errors are usually present, but they are not severe enough to interfere significantly with the writer's main purpose.

Lower-half papers either fail to convey a purpose sufficiently or lack one entirely. Consequently, their structure ranges from rudimentary at 3, to random at 2, to absent at 1. Control of the conventions of English usage tends to follow this same gradient.

3 Papers scored as a 3 usually show some evidence of planning or development. However, the organization is often limited to a simple listing or haphazard recitation of ideas about the topic, leaving an impression of insufficiency. The 3 papers often demonstrate repeated weaknesses in accepted English usage and are generally ineffective in accomplishing the writer's purpose.

2 Papers scored as a 2 are characterized by a marked lack of development or inadequate support for ideas. The level of thought apparent in the writing is frequently unsophisticated or superficial, often marked by a listing of unsupported generalizations. Instead of suggesting a clear purpose, these papers often present conflicting purposes. Errors in accepted English usage may seriously interfere with the overall effectiveness of these papers.

1 Papers scored as a 1 leave the impression that the writer has not only not accomplished a purpose, but has not made any purpose apparent. The dominant feature of these papers is the lack of control. The writer stumbles both in conveying a clear plan for the paper and in expressing ideas according to the conventions of accepted English usage.

0 The zero score is reserved for papers which are blank, illegible, or written on a topic other than the one assigned.

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COMMENTARY ON SAMPLE ESSAYS

Sample: E1 **Score: 3**

Comment: The writer of paper E1 states a thesis that suggests an appropriate controlling idea for the essay. This initial effort is flawed, however, by the awkward phrasing, the agreement error ("efforts...has"), and by the self-conscious statement of the writer's plan of development.

The body of the essay shows evidence of organization but little depth of thought. The writer uses only the most obvious examples and repetitious sentence structure (It has made...," "It has created...," "It has caused...") to provide support for the main idea of each paragraph.

Sample: E2 **Score: 6**

Comment: The opening sentence of paper E2 is distinctive in its statement of an assertion at the same time that it imposes a principle of organization on the writing that follows. The writer provides adequate and convincing support for the assertion, and goes beyond the bounds of normal expectations through the rhetorical technique of refuting the arguments that oppose the assertion. The essay is by no means perfect--the writer exhibits some confusion over the use of the semicolon, for example--but it shows writing that is consistently smooth and confident, even elegant. It is worth noting, too, that the paper is no longer than many efforts of lesser distinction.

Sample: E3 **Score: 2**

Comment: Paper E3, like many in the lower half of the score scale, begins abruptly, offering the reader no hint of either the topic or a controlling idea. The paper suffers from a serious lack of development and awkward phrasing ("Many occur under certain circumstances..."), along with an inattention to detail ("therefore, less accidents would not occur.").

Sample: E4 **Score: 4**

Comment: The content of paper E4 clearly exhibits a higher level of thought than that of most lower half papers. The writer concerns himself exclusively with the social effects of the automobile and expresses the more substantive ideas with a good deal of facility.

The paper, however, suffers from the lack of a controlling idea: the first sentence gives the impression that the essay will concern itself with the decentralization of the American family, but subsequent paragraphs address other social aspects of the automobile. Finally, the paper could have been improved substantially with the addition of more extensive or detailed support.

Sample: E5 **Score: 1**

Comment: The first sentence of E5 produces the immediate impression that the writer is unfamiliar with usage and sentence structure conventions, and this impression is sustained throughout the paper. Though the writer shows evidence of some occasional wit (whether intentional or otherwise), thoughts about the topic appear to be in random order, though they are roughly organized according to the advantages/disadvantages scheme. The overall impression derived from a reading of this paper is of a collection of thoughts about automobiles, expressed in a stream-of-consciousness fashion, without regard to planning or correctness of expressions. This paper serves as an excellent reminder that, when it comes to writing, length is not always a correlate of quality.

Sample: E6 Score: 5

Comment: Paper E6 is a good example of an essay that gets stronger as it progresses. The writer uses a simple contrast to organize the paper and presents considerable detail to support each of the main points. The details supporting the negative side of the issue, however, are far more analytical, and thus convincing, than the details provided for the positive side. The writer also uses transitions effectively and provides an appropriate concluding paragraph. At the sentence level, the writing is smooth and controlled, the writer clearly is comfortable at expressing ideas in written form.

Sample: E7 Score: 3/2

Comment: Paper E7 illustrates an essay that would earn a score of 3 from one reader and a 2 from a second reader. This essay demonstrates the level of writing ability attained by the average GED examinee in the essay feasibility studies.

The paper has an apparent focus--the pollution caused by automobiles--but the writer fails to maintain the focus and to elaborate ideas in support of it. The first sentence of the essay gives a hint to one of the paper's overriding weaknesses--the tendency towards the general or obvious. This tendency is evident in phrases such as: "the automobile has increased in quality and size and comfort." Another significant flaw in the writing is the lack of clarity and precision in the diction: "public society," "These facts about automobiles are all true about automobiles," and "general public's" are all examples of redundancies which contribute to the impression that the writer is working very hard to fill empty space on the page.

Sample: E8 Score: 4/3

Comment: Paper E8 represents an essay in the middle of the score range, earning an upper-half score from one reader and a lower-half score from a second reader. The writer experiences some difficulty establishing a firm direction in the first paragraph, and provides only general or obvious ideas by way of support in the second paragraph. The writing becomes slightly stronger in the remaining two paragraphs, though usage errors present some interference. The control of sentence structure tends to place this paper in the upper half, while the inability to develop a controlling idea argues for a lower half score, thus placing the paper in the middle.

Sample: E9 Score: Off Topic

Comment: Paper E9 warrants a zero score because the writer has intentionally written on a topic other than that provided. The fact that this writer has used the prompt provided in the topic as a springboard to a personal diatribe is not a sufficient connection to the topic to consider the effort scoreable. "Topicality" is often a difficult issue for readers who are accustomed to evaluating student writing in the classroom. There is, of course, a very critical difference between classroom writing assessment and large-scale writing assessment. In the former, the topic and teacher expectations can be explained in detail and elaborated if students continue to have questions. In large-scale assessments, a single question must somehow serve for a vastly diverse population, and no elaborations are permitted beyond what is printed on the page. Because of this limitation, a response to a topic in large-scale assessment is normally considered on the topic as long as the writer demonstrates an intention to write on the topic provided and not on some other. A paper is either on topic or off. If it is off, only the chief reader may assign the grade of zero. If it is on topic, the paper is scored in the same way as all other papers, using the same scoring guide; in other words, no "silent penalties" should be assessed a paper because the writer took a slightly different view of the topic than the one intended.

Source: The 1988 Tests of General Educational Development: A Preview, American Council on Education, 1985. Used with permission.

III. MANAGING THE INSTRUCTIONAL PROGRAM

Adults attending a High School Equivalency Program are vastly different from the traditional high school adolescent. Although quite diverse as a group, many of these adults are:

- goal-oriented and tend to be impatient with assignments that seem unrelated to their goals;
- highly susceptible to feelings of inadequacy and apprehension about having been out of school so long;
- constrained by family and job responsibilities which complicate their academic responsibilities.

In addition to the uniqueness of the student population, GED programs in themselves are unique and vary greatly from traditional secondary school programs. The typical High School Equivalency Program in New York State operates in 150 to 200 hour units, meeting two times per week for a minimum of six hours per week. The program operates on an open entry/ open exit basis; i.e., a student can enter at any time during the program and leave the program at any time it is deemed the student has acquired sufficient skills to perform successfully on the GED Test.

The luxury of a long-term preparation to develop an understanding of the skills to write well is replaced by the pressure to develop these skills in a very short period of time. This is, of course, in addition to the pre-existing requirements of reading and math skills. It is therefore imperative that the curriculum for the program be designed specifically to address the various competencies measured by the test. Moreover, instruction must be selective. Lessons designed to develop specific skills should be targeted to only those students who lack the particular skill or knowledge to which the instruction is addressed. To teach an entire class a lesson in which perhaps half the students already

possess the skill is wasteful and inefficient.

To be effective, the High School Equivalency Program must be individualized. Since candidates will differ in their writing abilities, the instructional plan must identify upon entrance, what each student needs in relation to the intended outcomes of the program. Next, the learning activities must be managed so that each student learns what he or she needs.

In designing an instructional program for writing for the GED Test, two areas must be considered. They are CURRICULUM and INSTRUCTION.

Curriculum

GED examinees will be directed to respond to a question which asks them to write an opinion or an explanation in response to a given topic. The writing will be evaluated holistically using the six criteria previously identified (Criteria for Rating the GED Writing Sample, page 11).

The main purpose of the curriculum then, is the development of the adult's ability to write an acceptable response to the test item. The criteria for scoring, in fact, become the framework for the intended outcomes which must be assessed and developed. The adult:

1a) understands the task or purpose (of the topic)
b) decides on a position or opinion
2) identifies several ideas which justify the position
3) organizes the ideas
4) provides relevant evidence to support the ideas
5) uses appropriate language
6) follows the conventions of standard written English

These outcomes are the general basis on which the individual's learning plan is developed. A task analysis of each outcome will identify the specific skills or tasks which make up the ability to accomplish each outcome. The concentration on and the accomplishment of these outcomes by adult students will contribute significantly to their general writing ability; as well as insure a mastery level to perform satisfactorily on

the GEDT writing sample.

Instruction

Given these student and program characteristics, most successful GED programs use a competency-based instructional mode. A competency-based instructional model consists of five separate steps. These steps are:

1. Predictor Testing which measures the student's performance in a pre-determined curriculum.

2. Assessing Strengths and Weaknesses which includes the interpretation of the results of the predictor test and the translation of these results into instructional objectives.

3. Planning for Instruction which includes the sharing of test results with the student and the structuring of the instructional sequence. Assignments are also made during this step.

4. Instruction which involves the actual teaching/learning process.

5. Assessment of Mastery which measures the student's growth as a result of instruction. It also affirms competency in the pre-determined curriculum.

This instructional model can be effectively utilized to deliver specific instruction to those candidates needing to develop or enhance their writing skills to achieve the competence to pass the test. Some examples of activities and class management strategies follow.

1. Predictor Testing - Since the typical HSE program allows students to enter at any time in the instructional cycle and since candidates differ markedly in the skills they bring to class, it will be necessary to get a sample of the student's writing early in his/her involvement in the program. This sample should be an exploratory piece resembling the topic the candidate will encounter on the examination.

2. Assessing Strengths and Weaknesses - Using the holistic scoring method and the criteria chart, the teacher will classify the sample as an upper level or lower level product, e.g., 4-6 or 0-3. Students who are

able to produce a paper in the 5-6 range will need little more than orientation to the test and some minimal practice within timed limitations to enhance the skills they already possess. Those students whose papers fall into the 3-4 range will need specific instruction to develop their writing skills to the level needed for satisfactory performance. Using the criteria chart, the teacher and student should diagnose the weaknesses in the student's writing sample and design activities which will address the specific weaknesses. The students whose papers fall in the 0-2 range will probably need extensive instruction and practice.

3. Planning for Instruction - By dividing the students into groups, the teacher will be able to provide the necessary time to those students whose needs are the greatest. In all cases it is of utmost importance that the teacher share with the student the criteria they are being required to meet and the reason(s) a specific assignment is being made. The criteria rating chart should be an instructional tool and shared with the student.

4. Instruction - Instructional modalities should vary--some large group, some small group and others one-on-one. The students should be involved in the process of instruction. They should know (a) what is expected of them, (b) what their current capabilities are, and (c) the relationship of a given lesson to improving their specific deficiency.

5. Assessment of Mastery - A sample similar to the task that the student will be required to perform on the actual test should be administered and evaluated after instruction to measure the effectiveness of the instruction.

Managing the instructional program as described will greatly enhance the effectiveness of the teaching strategies for the writing process which follow.

This manual was developed to support an inservice education program for teacher-trainers in New York State in preparation for the GED writing sample. Because it was intended to serve as a resource to the teacher-trainers, the following sections include content broader in scope than the GED.

Sections IV and V consist of discussion and description of the writing process and instructional strategies for teaching writing at various stages. Section VI outlines a procedure for planning and managing an inservice education effort.

Users of this manual must choose material from the following pages appropriate to their own purposes and to the needs of their intended audiences.

IV. THE WRITING PROCESS

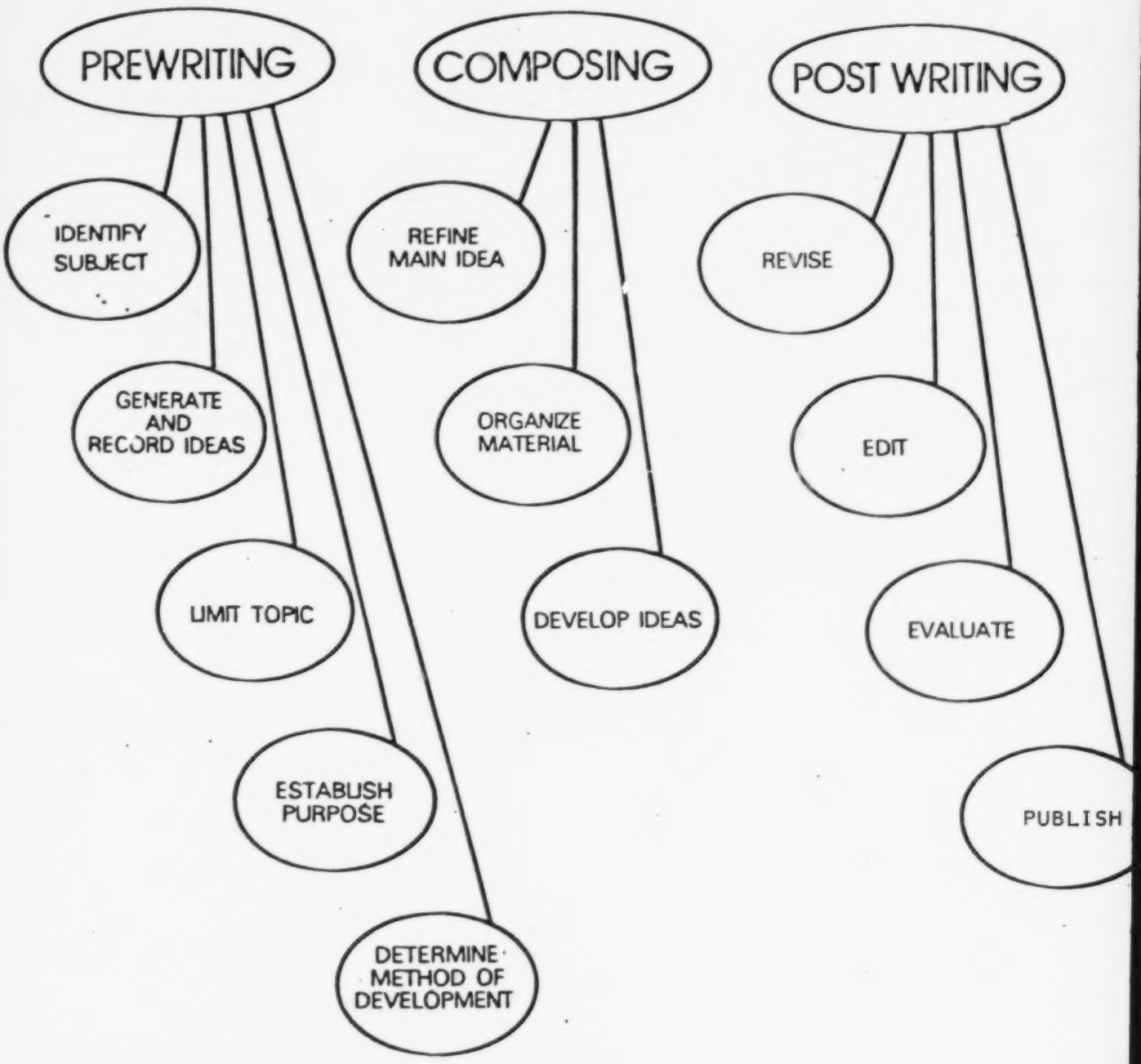
In the past most students, and their teachers as well, thought of writing as the product produced by the student in response to the teacher's assignment, corrected by the teacher and returned to the student with a grade. The focus was on the quality of the written product, with particular emphasis on neatness, handwriting, spelling, punctuation, grammar, and usage.

Today the emphasis has changed to focus on the process writers go through to communicate meaning in written form. Research in the past decade is an exciting record which documents the stages of thinking and composing used by every writer, age 7 to 70, whether that person is a beginning writer or an accomplished novelist.

The complete composing process consists of three major divisions: prewriting, composing and postwriting (see chart on page 41). These stages can be divided further into prewriting, drafting, revising, editing and publishing, thus encompassing everything that goes on from the initial thinking about the topic through the publication of the completed project. Although the stages of the writing process will be discussed in sequency, the writing process itself does not necessarily proceed in such an orderly fashion. Instead, the stages of the writing process are recursive, not linear. Some writers may make revisions as they go along rather than as a separate step. Other writers may need to go back to the prewriting stage to gather more information or generate more ideas in order to develop further a piece already in the drafting stage.

Not every writing activity involves the complete process. Just as an accomplished writer may decide that a particular piece is not worth polishing, a student writer may decide not to bring every piece to the publication stage. Some pieces may be written for the purpose of discovering what the writer thinks about or knows about a subject, or to record personal

The WRITING PROCESS



thoughts and feelings, or just as practice pieces to develop fluency in writing. However, the teacher should see that a certain number of pieces are brought through prewriting, drafting, revision, editing, and finally publishing, in order for students to experience the complete process of composing.

Prewriting

Prewriting refers to any strategy, activity, or event that prepares the writer to approach the writing situation with confidence. To insure success in writing, the teacher must help stimulate the interest of the students and guide them in acquiring information or in using information they already have.

An effective prewriting activity will usually contain the following elements:

- A stimulus (curiosity motivator): a key word, question, list, quotation, action, object, display, or activity intended to spark interest in the topic, or help students recall a personal observation or experience.
- A method of developing content: an opportunity to analyze, observe, describe, learn vocabulary, examine a process, or find information about an idea or concept.
- An interaction with peers and teacher: a chance to discuss findings, share ideas, accept or reject opinions, clarify thinking.
- A transition from prewriting to drafting: a strategy to encourage students to "get it down" in a first draft.

The appropriateness of a particular prewriting strategy depends on two factors: the purpose of the writing assignment and the amount of knowledge students bring to the writing situation.

Some examples of prewriting activities are:

Interviewing - preparing questions to ask another student about a personal experience or event. This activity encourages interaction, generates information, and gives students confidence that they have already experienced many things worth writing about.

Brainstorming - students generate as many words, phrases or ideas as possible on a selected topic and are not allowed to criticize or reject any. The teacher or a student lists every contribution on paper, chalkboard, or chart. Then related items may be grouped as a means of helping students to limit or focus the topic. After students have explored their ideas and experiences, they will be more ready to write, since they will have added many words, ideas, or experiences to their bank of information. Brainstorming can also be done in small groups, in pairs, or even alone.

Sensory Awareness - the teacher designs an activity that will arouse students' experience of sight, touch, smell, taste, hearing. An aroused perception of information gained through the senses is particularly helpful prior to a descriptive writing assignment.

Free Writing - students simply write for a determined length of time, usually three to five minutes, without stopping. The only requirement is to keep the pencil moving; the exercise brings together the process of producing words (thinking) and putting them down on the page (writing). Practiced regularly, free writing overcomes the ingrained habit of constant editing while the writer is trying to produce ideas. It will help to "unblock" the writing because words will come more easily when the writer does not stop to look back, cross something out, or become concerned about correct mechanics or word choice. "Guided free writing" occurs when the writer is given a word or a topic and must write nonstop--just to get the information down. Both can be used by writers to find a topic, find a focus for a topic, or find out what they know, feel, or believe about a topic.

Peer Conferencing during the Prewriting Stage - students work together with one or more classmates to share ideas, gather information, limit a topic, discuss possible ways to respond to the writing task.

Teacher-Student Conferencing during the Prewriting Stage - the teacher meets with a student for only a few minutes to help the student find, focus, or begin writing about a topic. Keep the conference brief and supportive.

Drafting

In this stage of the composing process, the student uses the ideas that were generated in the prewriting stage, and puts them into written language, either by writing, typing, or keyboarding on a word processor. Just as brainstorming consists of pouring out ideas orally without criticism, drafting is

the pouring out of words on paper to catch the ideas and "go with the flow." Students may be told: "In a draft, you don't have to get it right; you just have to get it down."

One of the best ways to show students how to "get it down" is for the teacher to model how to draft written work. On an overhead projector or chalkboard, the teacher should draft a response to a given topic. This will show students that not even the teacher gets it right the first time, since the teacher does not worry about mechanics or revising at this time, but focuses on writing fully to get the ideas down.

The following procedures can be used during the drafting stage to make later revisions and editing easier.

- Skip lines to allow for later changes.
- Circle words which need to be checked later for correct spelling.
- Underline words which are not quite "right" and need to be more specific or for which a synonym is needed.
- Use special paper. (Writing on the back of used duplicating paper or computer printout paper, for example, emphasizes the rough, temporary nature of a draft.)
- Cross out words rather than erase. It is faster and easier, and it also preserves choices for the revision stage.

Revising

Revision is the process of "re-seeing" what has already been written. The writer rethinks the choices already made about content, and adds, deletes, or rearranges the material. Thus writing becomes thinking made visible. Again, one of the most effective ways to help students learn how to revise their writing is for the teacher to model the procedure for the class. When teachers use a piece of their own writing, and encourage and accept suggestions from the class about how to improve that writing, students will have the opportunity to witness the process of revision. They will realize that

words do not magically flow to form a polished final copy. The teacher should demonstrate how to play with the language in order to select vivid images and specific words; how to use greater sentence variety; how to choose appropriate transition words or phrases to provide coherence and unity to the writing; how to add examples, details, or reasons to expand the ideas in the earlier draft.

The following suggested strategies can be used to help students with revision.

- "Messing Up" the Draft - Show students how to use colored pencils or pens to identify major subjects and supporting material that belong together. Use carets, arrows, and crossouts to indicate where information can be inserted, moved, added, or deleted. Show students how to separate sections they want to move around by cutting them apart and taping them into the new order. When students see the teacher "mess up" the draft, they will understand that there is nothing sacred about a first draft.

  As word processors become available in schools, they will relieve students of much of the onerous task of revision--that of recopying the whole composition. With a word processor, errors in mechanics and spelling can be corrected on the spot, sentence parts can be deleted or rearranged, and whole paragraphs reordered for better organization.

- Using Checklists - Even before looking at a checklist, have students reread their own papers to see what improvements they might like to make. Then, provide or post a simple first checklist including such basic considerations as:

  - Does my writing catch the interest of the reader?
  - Are my ideas supported with examples, details, or reasons?
  - Are ideas organized in a logical order?
  - Have I included enough information?
  - Is my message clear?

  With the teacher's help, the class can generate appropriate checklists for different writing assignments. The use of checklists helps to make students responsible for improving their writing as much as possible before submitting it to other readers.

- Teacher-Student Conferencing during the Revision Stage - The purpose of the revision mini-conference is to help students react to their own writing so that they may identify possible problems and make an attempt to resolve them. During conferences the teacher must remember to:

  - Listen to the student.
  - Respond to content first.
  - Handle one problem at a time.
  - Keep it short.

- Peer Conferencing during the Revision Stage - Students read their writing aloud to themselves, to a partner, or to a small group. In oral reading, students must:

  - Read papers exactly as they are written.
  - Listen attentively to themselves for such things as natural pauses and stops, run-on sentences, omitted words, awkward structure.

  When the student hears what he or she has written, many problems previously unnoticed become apparent. Peers can also learn to listen for what the writer says and how he or she says it. Students can hear run-on sentences, fragments, lack of organization, and poor word choice. They can also be taught to make specific, supportive comments on the successful features of the writing. A successful formula for peer revision is called the "PQP Strategy." After reading what he/she has written, the student writer asks the peer listeners these questions:

  - Praise - What do you like about my writing?
  - Question - What questions do you have about my writing?
  - Polish - What do I need to do to improve my writing?

The PQP response pattern is easy to learn and follow and therefore makes a good beginning strategy to train students in giving helpful feedback to their peers. A big classroom poster will help to reinforce the consistent use of this positive, non-threatening response.

Another revision strategy is to have students exchange first drafts for reading. Direct students to use a zigzag line under words, phrases, or sentences that are especially appropriate, interesting, or exciting. Direct them to use a flat line under words, phrases or sentences that are

inappropriate, uninteresting, or inaccurate, indicating the need for revision.

This strategy gives only minimum feedback to the writers, but is effective in situations where a quiet classroom must be maintained.

Editing

Editing is the stage in which the writing is made suitable for publication or sharing. Careful attention should be given to punctuation, capitalization, spelling, usage and sentence structure to insure that all the conventions of standard written English are correct so that errors do not interfere with a reader's ability to understand the message.

Some ways the teacher may provide students with editing skills are:

- Put a piece of writing on the overhead projector or chalkboard, and with the class, model making corrections.
- Develop with the class an editing checklist that students can use by themselves or in small groups.
- Limit the number of skills to be worked on by each student.
- Teach, through mini-lessons, a specific aspect of grammar or mechanics that has been identified from the students' writing. Select errors gleaned from student papers. Focus on one skill at a time.
- Instruct students in the use of dictionaries, grammar texts, usage handbooks, thesauruses, etc. Make students responsible for their own learning.
- Find what frequently used words are misspelled and concentrate on them. Remember that stress on correct spelling should come only during the editing stage. It must not be allowed to interfere with the writing impulse.

Publishing

After the first draft has been revised for clear and appropriate content, and edited for the correct use of the conventions of standard written English, the student should prepare a final draft in the clearest possible handwritten, typed, or word processor copy. This final draft

should then be shared with the teacher or a peer for proofreading to catch any remaining errors or omissions. This final step in preparing the paper for publication is a courtesy which the writer extends to the reader.

Publication can be as simple as posting final drafts on the bulletin board, or as elaborate as compiling a class anthology. If students write their final drafts on ditto masters, or with black pen/pencil, the teacher can duplicate/xerox enough copies to provide each student with a class anthology of writing (see next page).

Of course, not every piece of writing needs to be taken through all stages of the writing process. Many practice pieces will never go beyond the first draft stage. The student's Works-in-Progress folder should be full of many "beginnings." When several such practice pieces have been collected, each student should choose the piece that the student likes well enough to work on through the revision, editing, proofreading, and publishing stages of the complete process. If grades are required or desired by students, this best piece is the one which should be evaluated.

The purpose of publishing is to reinforce the idea that writing is an act of communication: writers write to be read.

Student Writing Publications: A Recommended List

Student publications are: a wonderful motivational device; an opportunity for students to see their work; a concrete goal; a learning device; a lesson in organization and conceptualization directly applied.

Some possibilities include the following:

1. A student guide to local attractions
2. A magazine (literary or otherwise)
3. A newsletter (simulated newspaper containing comics, recipes, essays, advice columns, autobiographies, etc.)
4. Log books (class records of each day's activities)
5. A book of facts
6. A book of philosophical, psychological, or provocative sayings
7. A book of lists
8. A book of photo stories or photo essays
9. A collection of letters (e.g., of protest, persuasion, or other)
10. A poetry journal
11. A cookbook
12. A joke book
13. A riddle book
14. A mini-thesaurus

The specifics for each type of publication are varied, but each should reflect application of writing principles by containing the following:

1. A general focus (organized around a central theme)
2. A purpose (fulfill a need of the group)
3. A sense of audience (whom it is written for)
4. Format and layout (how it is developed and put together)
5. Illustrations (where appropriate use drawings or other visual aids or graphics)
6. Assigned roles (students can contribute in various ways as writers, editors, proofreaders, layout people, etc.)

From Applied Writing, Carole Weinstein and Bonne August, The Writing Skills Curriculum Project, Bureau of Community and Continuing Education Program Services, New York State Education Department, 1982.

V. MORE INSTRUCTIONAL STRATEGIES

General Strategies

A direct measure of writing ability has been added to the GED Exam because competent adults must be able to communicate well in writing, as well as to be able to read and to compute.

Writing is more than good penmanship or correct use of grammar. Writing is a tool for learning. It is a craft to be practiced. Above all, writing requires thinking: Writing is thinking made visible.

Writing research over the past decade has documented what experienced teachers have discovered about the teaching of writing. The following list is a synthesis of what research has found to be effective strategies of writing instruction.

1. Writers write best when they choose their own topics, writing about what they know, what they believe or feel, and what they want to discover.

2. Writers need real audiences and genuine purposes based on relevant situations. This virtually eliminates the teacher-given topic to which every student in the class responds and which only the teacher reads and "grades."

3. Writers need daily practice in writing. Any skill is best learned by repeated practice (e.g., musical instruments or new language).

4. "Correcting" every piece of writing is not necessary; it may even be harmful and discouraging. Papers that bleed red agony after a teacher "corrects" them will lead to frustration, anger and defeat, or at least to students who choose to write "safely," using only the words and ideas they already know rather than to risk experimenting with new words, ideas or style of writing.

5. Teacher conferencing with students during the writing process is more effective than teacher response to the final product only.

6. Students can help each other in the writing process if teachers will model appropriate responses.

7. Peer conferencing, either in pairs or in groups of 3-5 students, is helpful at every stage of the writing process.

8. If both teacher and student focus on limited goals, progress is more readily achieved. Teacher instruction in a specific, limited skill should always be followed by student practice in applying instruction.

9. Writing must not be limited to a particular subject area. Writing is a tool for learning every subject. It should be practiced in every learning situation. Writing in response to instruction helps students discover what they know, and helps teachers in evaluating their students' knowledge.

10. Concentrate on helping students to focus on what they want to say and how to get that across to the reader. Reserve emphasis on usage, grammar, and mechanics for the editing and proofreading stage.

11. The best writing teachers are teachers who write. When teachers write and share their writing for student response and evaluation, the classroom is on its way to becoming a comfortable, non-threatening community of writers.

12. Reading and writing are and should be inseparable. Use writing to discover what students know about a subject before they begin to read; stop during reading to have students write to summarize or to predict; use writing after reading to summarize the selection, to evaluate the ideas, to express feelings aroused by the reading, or to speculate about the implications of the material. Extensive reading will provide students with models of written prose.

13. Speaking and listening are concurrent and requisite skills in writing classes. Build on the adult student's facility with spoken language by encouraging much "talk" in the prewriting stage. Such talk will build up the information bank of ideas and prepare students to communicate those ideas in writing.

14. A supportive classroom environment is essential. Make a poster that will remind students of their potential.

    Whatever I can think, I can speak.

    Whatever I can speak, I can write.

    Whatever I can write, I can read.

    Whatever I can read, I can know.

Prewriting Strategies

Before students write they should engage in thinking, talking and sharing activities that will provide an abundant supply of information to prepare them for writing.

Brainstorming seems to be the most popular prewriting strategy. In fact, some teachers seem to major in "brainstorming," to the exclusion of all other activities. It is an excellent strategy for developing a list of all the possible ideas that come to mind for a given topic. The teacher can model the strategy for the whole class by selecting a topic of common interest, placing it on the chalkboard, and listing all ideas offered by students. For example:

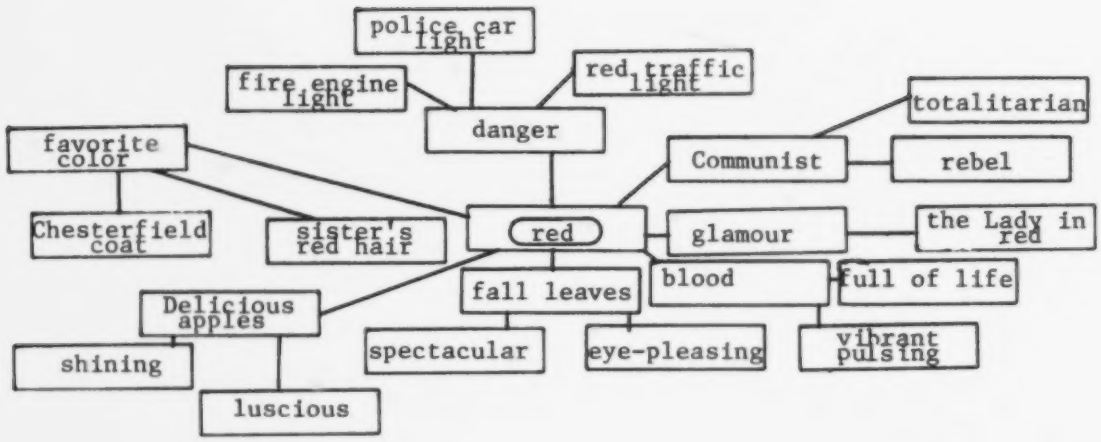
GED Diploma

hard to get	*frightening*	*many new friends*
required for jobs	*lots of pressure*	*a real hassle*
unfair requirement	*source of pride*	*etc.*
wonderful opportunity	*fulfills my goal*	
too much study	*parents got GED diploma*	

Once the list is complete, however, the teacher needs to show students how to select the items that will support the main idea of the topic. Otherwise, students might simply turn each item into a sentence, and the resulting essay will be little more than haphazard listing.. Help students select one or two main ideas and supporting details that can be organized into a meaningful essay. Remind them that not all the items on the brainstormed list will be usable by any one writer. Brainstorming is a strategy for listing what students already know about the subject and is useful as a whole class, small group, or individual activity.

Clustering is another prewriting strategy for discovering what one already knows. Again, the teacher should begin by modeling the activity for the class, sharing his/her own clustering and resulting piece of writing. Clustering begins by placing a nucleus word, phrase, name, or sentence in the middle of the page or chalkboard. Circle the word and then let free association provide other words that come to mind. Write these down rapidly, each in its own circle, radiating outward from the center in any direction they want to go. Connect each new word or phrase with a line to the preceding circle. When something new and different comes to mind, begin again at the central nucleus and radiate outward until all those associations are exhausted. Continue clustering until you experience a sudden sense of what you are going to write about. At that point, simply stop clustering and begin writing. It's as simple as that. (This description of clustering is adapted from Gabriele Lusser Rico's book, Writing the Natural Way, Houghton Mifflin Co., Boston, 1983.)

Here is an example of clustering around a nucleus word--the color red. As Rico states, clustering by-passes the left side of the brain which is linear and logical and draws on the image-making right side of the brain. The following example illustrates how continued clustering took the writer beyond the logical left-brain activity of description, to a buried memory of an early conflict:



Here is the memory which resulted from the clustering:

Red is my second favorite color. It might be my very favorite, except that it recalls the beautiful long red curls that belonged, not to me, but to the sister who was just two years younger. My daddy called her his "sports model girl." (My Dad sold cars.) I suppose that my straight brown hair, with a bowl haircut, and bangs that were always in my eyes, qualified me as his "tin Lizzy." Actually, Dad called me his "ugly duckling." Anyway, other reds have managed to soften that memory. My brown hair allowed me to <u>wear</u> red, while my sister could not. Red maple leaves, red zinnias, red sunsets, red apples, red blood, vibrant and pulsing-well, to paraphrase the poet - "my heart leaps up when I behold red." The first coat I bought for myself was a bittersweet red Chesterfield with a black velvet collar, and quilted black lining. I set a little red heart-shaped hat on my head and enjoyed seeing the heads turn to watch <u>me</u> this time - not my red-headed kid sister.

Both brainstorming and clustering help the writer discover topics for writing. Brainstorming seems more suitable as a test-taking strategy, whereas clustering is more useful to encourage personal "practice" writing which will develop students' ability and confidence in written communication.

Research in New York State on student responses to the 5th, 8th, and 11th grade Competency Tests in Writing shows two major weaknesses in writing at all levels. First, students are weak in doing what the test item requires them to do. They need instruction in task analysis. The second major weakness is in the ability to organize and support their ideas with coherence and clarity. Students who are preparing for the GED Writing Sample Test will also require instruction in these areas.

For developing skill in task analysis, teach the Four Key Questions:

1. What does this task require me to do?
2. What statement or opinion will I make, or what main ideas will I develop?
3. What examples, reasons, or details will I use for support?
4. How will I conclude this essay?

Have students answer these questions, first orally, and then in writing. Do this routinely until students have memorized and internalized the Four Key Questions.

Next, show students how the same Four Key Questions will provide an outline for better organization. Teach the Question, Answer, Detail, or QAD outline developed by the Individualized Language Arts Plan (ILA) (see Bibliography for reference).

For example, here is a sample GED Writing Test item:

Sample 1

> *Some people believe the drinking age should be raised from 19 to 21. Decide whether you think the drinking age should be raised from 19 to 21. Write a composition of about 200 words indicating your opinion about raising the drinking age and presenting reasons for your opinion. Support your opinion with specific examples.*

Have students analyze the requirements of this task by filling in answers to the Four Key Questions on the following QAD outline.

Q A D Outline

Question	Answers	Details
What does this task require?	Decide whether the drinking age should be raised to 21.	
What opinion will I state?	I agree that the drinking age should be raised to 21.	
What examples, reasons, and details will I use for support?	1. The largest percentage of deaths due to drunk driving occur in the 16-21 age range. 2. Greater maturity is required for people to make judgments about drinking reasonably and safely.	1. Research by Mothers Against Drunk Driving (MADD) shows that young people under 21 do not exercise good judgment in driving after drinking. 2. Young people are ruining their own and others lives by drinking too soon.
How will I conclude this essay?	I believe the drinking age should be raised from 19 to 21 in order to reduce the slaughter on the highways and the unhealthy results to those who begin drinking before they are mature enough to make sound decisions.	

Another basic strategy to improve organization is the use of the journalism questions--five W's and How: Who did What-Where, When, Why, and How? The journalism questions also can be charted in a QAD outline to provide the organizational structure for clear, effective writing.

For additional prewriting strategies see pp. 42 and 52 of this manual, and pp. 26-28 of Applied Writing, Weinstein & August, 1982.

Drafting Strategies

Ideas for writing should be generated during the prewriting stage. During the drafting stage the teacher is most helpful by being available for conferencing with students. At this stage, the teacher's role is to be a facilitator of the process rather than a judge of the product. The teacher should answer any questions, but the aim must be to encourage the student to get on with the writing, focusing on telling the story and communicating the meaning rather than accuracy of spelling, punctuation and grammar. That emphasis comes later in the revision stage. Some questions or comments that are effective during this stage include:

Questions for Conferences in Drafting Stage:

- Tell me about your writing.
- What questions do you have?
- With what do you need help?
- Do you have enough information?
- Do you have too much information?
- What do you think you can do to make this piece better?
- How does this draft sound when you read it aloud?
- Ask questions about any part that isn't clear to you.
- Tell the writer what you liked about the piece.

Ideally, during the drafting stage, the teacher should try to write while the students are writing. With reluctant or beginning writers,

however, teachers often find that they can begin to write to set the example for students, but after five or ten minutes they should move about in the classroom offering encouragement and answering questions. Such brief periods of interaction are called conferences, because they are just that--opportunities to confer with the student writers. The teacher should avoid taking the paper from the student because that seems to shift the ownership from the student to the teacher. Even after conferring with the teacher or a peer, the decision about changes remains with the writer.

When the first draft is completed, the following conference pattern between the teacher and the writer is suggested[1]:

The student COMMENTS on the draft.
The teacher READS or reviews the draft.
The teacher RESPONDS to the student's comments.
The student RESPONDS to the teacher's response.

Some responses to avoid:

This is no good.
Wow! You can write.
Didn't you learn anything about writing?
This is great, just great!
This is a mess, just a mess!
I've never seen such a good paper!
I've never seen such a bad paper!
I don't know what I can teach someone who writes like you.
(Can be used to overpraise or overcriticize.)

Some responses you can use:

What do you plan to work on next?
Obviously some of this works, but what do you plan to attack next?
Where do you think you got off the track?
Well, you certainly solved last week's problem. What's next on the menu?
Tell me how you made this draft so different.

---

[1] A Writer Teaches Writing, Donald M. Murray, Houghton Mifflin, 1967.

Remind students:

The writer speaks first.
The writer concentrates on what works and what needs work.
The teacher listens to what the writer has to say.
The teacher scans the draft to confirm or adapt what the writer has to say.
The teacher responds to what the writer said about the draft.
The writer responds to the teacher's response.

About Peers and Peer Conferencing--

The basic assumptions underlying the use of peers to respond to student writing are:

1. Every writer needs a reader--immediately.

2. Teachers cannot respond to every writer immediately.

3. Students can be trained to provide effective help.

To institute the peer conferencing response, the teacher begins by modeling the process:

- put a first draft of teacher's writing on the overhead transparency or chalkboard

- class as a whole acts as the peer group

- teacher reads the paper aloud--writing was made to be heard. (A good writing class includes the necessary hum of reading aloud.)

- teacher catches some problems as a result of reading aloud and makes corrections

- peers respond by offering suggestions or raising questions for clarification. (See the PQP pattern, page 46.)

Occasionally, peers should provide a written response to the writer. Following is one suggested form.

TO_____
(name of author)

RESPONSE OR FEEDBACK

A. Appreciation:

What I liked most about your piece of writing was . . .

B. Sayback:

As far as I could tell, the gist of your writing or the MAIN POINT you seemed to be making was this:

Is that what you were trying to tell me?

C. Askback:

But not everything was quite clear to me.

For instance, could you explain . . .

Finally, I would enjoy your writing more or understand it more easily if you added some details or EXAMPLES of . . .

Please let me know if any of my comments were helpful.

signed_____
(name of reader)

Peer conferencing should be introduced after students are familiar with the teacher-student conferencing. Students may need some formal sessions in which they work in threes consisting of a teacher, a student, and a student-as-observer to report on how the conferencing worked. The two students then switch for further practice.

The purpose of both teacher and peer conferences is to help the writer improve the clarity and interest-level of the writing for the reader. While training students in peer response will take time, patience, and hard work, it will result in turning the classroom into a community of writers and readers. A bonus reward to the teacher will be a lightening of the ubiquitous paper-load.

Student Folders. Each student should have a Works-in-Progress folder in which first drafts are kept. After a student has a collection of such practice pieces, he/she should choose the one which had the best responses from peers and also which most interests the writer. That piece of writing should be taken through revision, editing, proofreading, publication, and evaluation.

Also in the Works-in-Progress folder should be a list of Things I Know Enough to Write About. This list could be on the inside front cover. The inside back cover could list Things I Have Already Written About. If the teacher conducts a light-hearted sharing of the lists in class, one student's list will prompt ideas for others, and some healthy competition for generating ideas may occur. Such student-generated lists are greatly preferable to teacher assignments of topics, but just in case, following is a ready-made list of topics:

65 SUGGESTIONS TO GET YOU WRITING[1]

The following topics could be used as journal entries or focused-free writing.

1. Today I felt ---- (be selective; focus on one thing)
2. Growing up is ----
3. Wow! What fun I had ---- (doing what?)
4. I think television ----
5. Memories....like the calling of the mind....
6. I can't believe ----
7. The way we were ----
8. Ugh! What a boring time I had doing ....
9. I hate the way ----
10. Did you ever have one of those days ....
11. A disappointment
12. My first time ---- (doing what?)
13. I feel really bad about ----
14. Nobody knows ----
15. Inside I'm completely different ---- (in what way?)
16. My friend, _____, is ----
17. What is important to me in life is ----
18. Wow! What a great movie, book, play, etc.
19. I never have enough time to ....
20. Tests and examinations are unfair.
21. There are good points and bad points about my school, family, friends, etc.
22. If I were a _____ (teacher, parent, cop, etc.)
23. When I think about college, I ....
24. When I talked with a Martian, he told me many things
25. When I woke up, I felt so _____ (what? Tell me!)
26. My future plans are clear (unclear). Explain.
27. An unexpected thing happened to me.
28. The happiest day of my life was ....
29. The saddest day of my life was ....
30. People bug me, especially _____
31. _____ is a record or song which really has meaning!
32. Once there was a school of the students, for the students, by the students.
33. Thank God people are different!
34. What a phone conversation I just had!
35. I'd rather be _____ than going to school.

---

[1]Bureau of English Education, New York State Education Department, Albany, New York 12234.

36. Parents are ----
37. My brother (sister) is ----
38. My worst friend is ----
39. My best friend is ----
40. Don't tell anybody, but
41. A dream I had last night ....
42. Ten years from now, I will be ----
43. What troubles me most is ----
44. When I lived in _____, I felt
45. My favorite place is ----
46. I wish I could leave home and ----
47. I'd like to tell you about my neat hobby.
48. I'd love to see _____ (movie, person, place, etc.) again.
49. Do you feel you tell the truth in journals?
50. What would you most hate to lose?
51. What means more to you than anything else?
52. What impresses you most about people when you meet them?
53. What do you remember most about your childhood?
54. Do you have a single event that you keep living over and over again?
55. Cut out a picture or saying that says it all.
56. I feel most comfortable (when, where?)
57. I feel very tense (when, where?)
58. A "Very Special Person" to me is
59. Here's a passage of a story that I really like.
60. Would the "real" me please come forward ....
61. Down with Adult Authority!
62. One phony I know is ----
63. Being a teenager isn't easy!
64. My wildest fantasy is ----
65. I wish I had ----

Although the GED Writing Sample will not require students to address a specific audience for a particular purpose, teachers should provide writing prompts which specify purpose, audience and form so that students will have plenty of practice in "real-life" writing.

The lists below will help teachers and students choose varied and appropriate purposes, audiences, and forms for their writing.

Purposes for Writing

1. to inform
2. to entertain
3. to narrate
4. to explain
5. to express the self
6. to clarify thinking
7. to express an opinion
8. to persuade
9. to inspire
10. to describe
11. to exhort
12. to define
13. to record
14. to express emotion
    a. greeting card
    b. love letter
    c. complaint
15. to justify

Audiences for Writing

1. peers/siblings
2. known authority figures (teacher, principal, parent)
3. unknown authority figures (famous persons, government officials, newspaper editors)
4. self
5. children/younger persons
6. general audience (readers of magazines, novels, short stories)
7. specialized audience (as members of the same profession, people with the same hobby)

Forms of Writing

1. letter (business, social)
2. report (research)
3. diary/journal
4. dialogue/scene/play
5. narrative
6. poem
7. description
8. character study
9. advertisement/commercial
10. caption
11. telegram
12. headline
13. feature article
14. cloze passage
15. essay
16. short story
17. editorial
18. puzzle
19. game
20. chart
21. recipe
22. menu
23. directions
24. review
25. summary
26. outline
27. joke
28. epitaph
29. obituary
30. monologue
31. human interest article
32. biography
33. autobiography
34. news report
35. definition
36. telephone message
37. resume
38. form (application, census, etc.)
39. accident report
40. notes
41. interview
42. weather report
43. math problems
44. graph interpretation
45. syllogisms
46. dictation

An Objective Tree for a Writing Program

PROGRAM GOAL

Help Each Student Be An Effective Writer

Why ↑ What
How ↓

Prewriting Process | **Composing Process** | **Revision Process**

Program Objectives

Idea Development	Audience	Purpose	Format Structure	Organization	Style	Mechanics	Holistics
Experience	Teacher	Test	Sentence Variety	Introduction	Light	Grammar	Clear
Knowledge	Class	Answer Questions	Paragraph	Purposes	Humorous	Tense	Correct
Information	Self	Homework	Poem	Main Points	Serious	Punctuation	Concise
Perceptions	Principal	Tell Story	Essay	Details	Persuasive	Spelling	Complete
Feeling	Parents	Offer Opinions	Song	Subordinating	Sentence Variety	Sentence Structure	Coherent
Attitude	Friends/Family	Persuade	Editorial	Logic	Verse		Cogent
Concerns	Editors	Explain	Report	Conclusion	Narrative	Other	Cohesive
Other	Advertisers	Report	Article	Summary	Interview		
	Gov't. Agencies	Place Order	Diary	Other	Vocabulary		
	Utilities	Complain	Fable		Other		
	Other	Record Thought	Other				
		Inquire					
		Other					

Created by Ken Kahn
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Dutchess County BOCES;
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INSTRUCTIONAL STRATEGIES

For each item in the section above, the teacher may develop instructional objectives and lessons or units to implement instruction.

Revision Strategies

Probably the hardest job of all is to help students in the revision stage of writing--to get them to go back and "re-see" what they have written. Students invariably think, "Once is always enough," and teachers respond, "Once is never enough if you are preparing it for a reader."

Revision works best when the first draft is set aside for several hours or a day. This can be arranged in classroom situations but is not possible in a test situation. Therefore, students need to be taught a systematic structure for revising their writing, beginning with content and ending with mechanics.

Provide students with a checklist such as the ones which follow. Have them examine their writing point by point and make corrections on their rough draft.

	Yes	No
1. Does it make sense? Is it interesting?		
2. Does it have an introduction?		
3. Does it have a conclusion?		
4. Did I always use the most appropriate or interesting words?		
5. Did I use any words too often (and, then, so)?		
6. Do all sentences in a paragraph relate to one idea?		
7. Are my sentences varied in length, pattern and beginnings?		
8. Do the sentences tell a complete thought?		
9. Are capitals used where necessary?		
10. Did I use apostrophes, commas, quotation marks, periods, question marks where needed?		
11. Are all words spelled correctly?		
12. Are paragraphs indented?		
Ideas in the Composition		
1. Does the composition make sense?		
2. Did you state your opinion or point of view and support it?		
3. Did you keep to the topic?		
4. Did you keep your audience in mind, if appropriate?		
Usage and Mechanics in the Composition		
1. Did you write in complete sentences?		
2. Did you indent for the first word in the paragraph?		
3. Did you use capital letters correctly?		
4. Did you use punctuation marks correctly?		
5. Did you check your spelling? (Use a dictionary.)		

What strategies can we teach that will enable students to re-see their sentence structures and word choices, and make the needed revisions? Teach students that language can be constructed and manipulated by four different strategies:

1) adding words *2) subtracting words*

3) moving words *4) substituting words*

Accordingly, select sentences from student writing that need revision and use an overhead transparency to present them for revision by the class.

For example, some sentences can be enriched by expanding with a variety of modifiers: adjectives, adverbs, appositives or dependent clauses. Students select their own words, phrases and clauses to insert in appropriate places in sentences.

Examples:

The Statue of Liberty, _____, stands in New York harbor.

(Appositive) a symbol of freedom
a national monument

The _____ Scouts _____ planned a _____ hike _____.

(Adjective)	older	eagerly	weekly	in Maine
(Adverb)	seven	carefully	strenuous	up the mountain
(Adjective)				
(Prepositional Phrase)				

Other kernel sentences can be expanded by using guide words shown in parentheses.

Kernel sentence: The girl won.

1. Expand the sentence to show how the girl won. (by)
2. Expand to show which girl won. (who)
3. Expand to tell what the girl won. (what)
4. Expand to describe what the girl won. (which)

Possible final sentence:

By running much faster than her competitors, the girl who had practiced

hard won the first prize, which was a shining, silver trophy. (Idea from WEDGE-Writing Every Day Generates Excellence, New York City Board of Education.)

Other sentences can be improved by substituting more interesting or appropriate words for uninteresting or common words in the sentence. This strategy is called slotting.

Elicit words that will occupy the positions of key nouns, verbs, and predicate nouns or adjectives in the basic kernel sentences. The students choose appropriate words or synonyms from their vocabulary to fill in slots or replace existing words at these strategic places in the sentences.

Examples: The sweet candy tastes good. (Adjective)

sugary — delicious, scrumptious

My friend is a fine athlete. (Noun)

pal, crony — sportsman, runner

On a clear night, the stars shine. (Verb)

glimmer, glow

The snow melted slowly as the day neared its end. (Adverb)

gradually, quickly

Reorganize sentences by changing the placement of movable words, or groups of words, within a sentence. The student decides which placements not only will reflect the intended meaning, but also will produce the needed emphasis or coherence with adjacent sentences.

Examples from Helping Student Writers, Bureau of English Education, Albany, New York, 1982.

Examples: 1. Columbus crossed the wide Atlantic to find a new route to the Indies.

or 2. To find a new route to the Indies, Columbus crossed the wide Atlantic.

1. When autumn came, our pioneer ancestors often had husking bees to prepare the grain.

or 2. To prepare the grain, when autumn came, our ancestors often had husking bees.

or 3. Often, when autumn came, our pioneer ancestors, to prepare the grain, had husking bees.

Another strategy of movability is called sentence combining or embedding.

Have the students combine short related sentences into a compound sentence, or into a sentence in which one of the original sentences is carried over (as a clause, a compound subject or predicate, a verbal phrase, a noun phrase, a prepositional phrase, an appositive, an adjective or adverb). The students thus generate a variety of grammatical structures to enhance style and serve their purposes.

Examples: A dilemma is a problem.
The problem has two solutions.
Both solutions are bad.

A dilemma is a problem with two solutions, both of which are bad.

The table is littered with refuse.
The refuse belongs to other people.

The table is littered with refuse of others.

An example of applying the various techniques to one sentence follows:

Slotting The German shepherd darted into the chamber.
The puppy bounded into the poorly lit room.

Expanding The German shepherd, Igor's favorite, darted menacingly with drooling jaws ajar into the poorly lit room.

A miniscule puppy, yipping high-pitched yelps, bounded into the damp, poorly lit room, giving the impression he had at least eight legs.

Movability	With drooling jaws ajar, Igor's favorite German shepherd darted menacingly into the poorly lit room. Yipping high-pitched yelps, a miniscule puppy bounded into the damp, poorly lit room, giving the impression he had at least eight legs.
Embedding	The German shepherd, unlike the puppy who bounded into the poorly lit room, darted into the chamber.
Varying Sentence Types	Was it the German shepherd that darted into the chamber? Did the puppy really have eight legs or did it only seem so as he bounded into the damp, poorly lit room? "Get in." The German shepherd darted into the chamber. What a sight! The miniscule puppy bounded into the damp, poorly lit room.
Expanding a Sentence into a Paragraph	The German shepherd, Igor's favorite, darted menacingly with drooling jaws ajar into the darkened chamber. His huge form, so much more massive than the other hunting dogs, threw an even darker shadow onto the black walls. He seemed to anticipate the prey which was contained within these walls and to relish the thought of devouring it. It was just this evil nature that made Igor cherish the dog.

Some students may benefit by using checklists during revision. Checklists such as the ones which follow could be made into posters for instant access in the classroom, or could be distributed for inclusion in the students' writing folders.

Examples from Helping Student Writers, Bureau of English Education, New York State Education Department, Albany, New York 12234, 1982.

REVISION CHECKLIST #1

When I write

1. Do I start my sentences in different ways?
2. Do I make my story sound interesting by using some short and some long sentences?
3. Do I use exciting words?
4. Do I use many different kinds of words--not the same words over and over?

REVISION CHECKLIST #2

Can I make my writing clearer and more interesting by

1. Expanding my sentences so that they answer the questions Who? What? Where? Which or what kind of? How? and How many?
2. Slotting for many different words?
3. Making my sentences start in different ways?
4. Combining some of my short sentences into longer sentences?

REVISION CHECKLIST #3

In my composition

1. Have I used vivid language?
2. Do my sentences begin in varied ways?
3. Does my paper have to be lengthened?
4. Will my paper be more interesting if I take out some of the details?
5. Have I used good connecting words?
6. Do I have too many "ands?"

Additional strategies for revision may be found on pp. 39-40, Applied Writing.

Editing Strategies

Although attention to corrections in spelling, punctuation, capitalization, and grammar are often included in the revision stage, there is a real advantage in separating the two stages. Only the writer can make decisions about what to include and what to add or subtract from the content, because only the writer knows what is necessary to communicate the intended meaning. Those concerns are addressed in the revision stage.

Every writer, however, needs an editor, or at least an interested peer, to help the writer focus on the mechanics of the text. This is the function of the editing stage. Once the writer has made the changes in content, sentence structure, word choice, and organization that are necessary for clear communication, then attention can be given to editing the piece of writing.

The teacher, or a peer who has editing strengths, can help by marking the draft with agreed upon editing symbols to show where words are left out, or misspelled, or where corrections in punctuation or capitalization are needed. The student should then make as many corrections as possible, and should be given the necessary help with the remaining errors.

Teachers should resist the temptation to require workbook drill and practice exercises in correcting sentences and paragraphs of other unknown writers. Time spend on such practice is time taken away from students to write sentences and paragraphs of their own. Correcting their own writing in order to make their thinking clear and meaningful to a reader will result in the needed improvement in the conventions of standard written English.

For additional techniques in Editing, see pp. 41-47, Applied Writing.

Evaluation Strategies

Evaluation of writing has traditionally been the province of the teacher, who "burned the midnight oil and bled red agony" over the errors on student papers. One student caught the feelings of many students when she wrote:

"Words"

The words that I write are
slashed and cut down by that
red bleeder pen
until
They're not my words but
someone else's words that
have been twisted and turned
around until they are
"correct."

Anonymous

Writing process suggests that teacher intervention during writing is infinitely more successful in improving writing than is distant evaluation by way of a bleeding pen. Writing process adherents believe that evaluation of writing can be shared with the students. In fact, we can use the acronym SHARE to characterize the belief: Students Have the Ability to Read and Evaluate Writing.

High school equivalency adult students, whose future rests on securing a diploma, should be thoroughly trained in the criteria by which their writing will be evaluated. They can learn to use the Six-Point Scale to score their own writing and the writing of their peers. Again, the teacher should model the use of the criteria and the method of holistic scoring explained earlier in this manual.

The SHARE program can be instituted by the following steps:

1. Post the Six-Point Scale on a large classroom poster.
2. Present students with the criteria scale for their notebooks.
3. Practice using the criteria to evaluate writing.
4. Provide Peers.
5. Praise students liberally.

Of course, this will take time and effort to implement, but it will result in making adult students partners in their own education.

Evaluation procedures should begin by obtaining an Entry Level Writing Sample from each student. This could be a part of the Entry Level battery of tests, or it could wait until the teacher has met several times with the class and has engaged students in some writing exercises for fun and pleasure. Below are examples of three entry level writing tasks. Each one could be placed on a full sheet of lined paper as in the second example.

Entry Level Writing Sample

Name_____ Date_____

ABE HSE

If you could have any job you wanted, what job would it be? Describe the job and explain why you would like it?

_____

Entry Level Writing Sample

Name_____ Date_____

ABE HSE

Many people wish they could have a second chance to do a certain thing. Explain what you would like to have a second chance to do, and also why you want to have that second chance.

_____

_____

Entry Level Writing Sample

Name_____ Date_____

ABE HSE

Everyone needs goals that they aim for in their lives. Tell about a goal you have. How do you plan to accomplish that goal? What will reaching that goal do for you?

Possible Tasks for Predictor Level Writing Samples

I. A younger friend has written to you that he is discouraged with high school, and is thinking of quitting. Write a letter in which you try to persuade your friend that it is important to stay in school in order to earn a high school diploma.

II. The state Legislature is considering a bill to double the present taxes on alcohol and tobacco products. Write a letter to your legislator stating your opinions about whether the taxes on alcohol and tobacco products should be doubled.

III. The local television station has announced that it will not carry your favorite television program next season. Write a letter to the manager. Name the show, and give reasons that will persuade the manager that the show should be continued.

IV. The manager of a local television station is planning to drop one television program. The manager has asked people in the area for their opinion about which program should be dropped. Decide which one television program you think should be taken off the air. Write a composition of about 200 words persuading the station manager to agree with your opinion. Give two reasons to support your opinion. Explain each reason.

These writing samples should be scored holistically, using the criteria on the Six-Point Scale. The teacher will want to share the evaluation with each student, pointing out the areas of strength and sharing plans to improve the areas of weakness. For example, the teacher could use the following checklists in the student's Permanent Record Folder. The checklists record scores on the Six-Point Scale, turning the holistic score into an analytic evaluation. The same record sheet has space for a Predictor Level Writing Sample as well as the Official Practice Test Sample.

Name_____ Date_____

Entry Level	Criteria	Six-Point Scale					
		6	5	4	3	2	1
Understanding of Task							
Evidence of Ideas (Thinking)							
Organization							
Support Material							
Use of Language							
Conventions of Standard Written English							

Predictor Level	Criteria	Six-Point Scale					
		6	5	4	3	2	1
Understanding of Task							
Evidence of Ideas (Thinking)							
Organization							
Support Material							
Use of Language							
Conventions of Standard Written English							

Official Practice Test	Criteria	Six-Point Scale					
		6	5	4	3	2	1
Understanding of Task							
Evidence of Ideas (Thinking)							
Organization							
Support Material							
Use of Language							
Conventions of Standard Written English							

Prepared by Lower Hudson Valley-Southeastern New York Inservice Trainers

Quick Checklist
For Entry & Predictor Level Writing Samples

GED WRITING SAMPLE TEST

Student _____ Class _____

Teacher _____ Date _____

ENTRY LEVEL		Analyzing the Writing Product	PREDICTOR LEVEL	
Yes/No		Understanding the Task	Yes/No	
___	___	1. Does the writer understand the directions?	___	___
___	___	2. Does the writer recognize the purpose (to report to request, to persuade, to inform)?	___	___
___	___	3. Does the writer use a suitable format for this purpose?	___	___
___	___	4. Does the writer have a consistent point of view?	___	___
___	___	5. Is the writer aware of the intended audience?	___	___
		Organization		
___	___	1. Does the writer demonstrate a plan of organization?	___	___
___	___	2. Does the writer make appropriate generalizations?	___	___
___	___	3. Does the writer support generalizations with relevant reasons, details, examples?	___	___
___	___	4. Does the writer demonstrate coherence within each paragraph and from paragraph to paragraph?	___	___
		Sentence Structure/Syntax		
___	___	1. Does the writer vary sentence structure?	___	___
___	___	2. Is the sentence structure free of errors? (e.g., unintentional fragments, comma splices, inflectional errors, lack of agreement)	___	___
		Word Choice		
___	___	1. Does the writer use clear, concrete language?	___	___
___	___	2. Does the writer use words accurately and form them correctly?	___	___
___	___	3. Does the writer demonstrate appropriate level of usage? (formal, informal, slang)	___	___

ENTRY LEVEL			PREDICTOR LEVEL	
Yes/No		Word Choice (continued)	Yes/No	
___	___	4. Does the writer demonstrate an adequate vocabulary, avoiding unnecessary repetition and clumsy phrases?	___	___
		Mechanics		
___	___	1. Does the writer spell correctly?	___	___
___	___	2. Does the writer use appropriate punctuation?	___	___
___	___	3. Does the writer use correct capitalization?	___	___
___	___	4. Is the handwriting neat and legible?	___	___

This checklist provides a more detailed analysis of strengths and weaknesses, and helps the student writer set goals for improvement.

On the next two pages is a Student Writing Record Sheet which has space for noting areas in which the writer needs help in each successive piece of writing. This record could be kept by the student with the help of a peer evaluator, and should provide encouragement and motivation.

Student Writing Record Sheet

(Indicate those areas in which the writer needs help)

NAME _____

	Writing #1	Writing #2	Writing #3	Writing #4	Writing #5	Writing #6	Writing #7	Writing #8	Writing #9	Writing #10	Writing #11	Writing #12
UNDERSTANDING THE TASK												
1. Follows directions												
2. Recognizes purpose												
3. Recognizes audience												
4. Uses suitable format												
5. Keeps consistent point of view												
6. Maintains appropriate tone												
ORGANIZATION												
1. Uses a clear plan or organization												
2. Makes appropriate generalizations												
3. Supports generalizations												
4. Eliminates extraneous information												
5. Demonstrates coherence												
6. Uses appropriate transitions												
SENTENCE STRUCTURE/SYNTAX												
1. Avoids run-on sentences												
2. Avoids sentence fragments												
3. Avoids subject/verb agreement errors												
4. Uses correct pronoun reference												
5. Varies sentence structure												
WORD CHOICE/USAGE												
1. Uses concrete language												
2. Uses words accurately												
3. Uses idioms correctly												
4. Forms words correctly												
5. Understands connotation/denotation												
6. Uses appropriate level of language												
7. Uses adequate vocabulary												
8. Avoids unnecessary repetition												
9. Avoids clumsy usage												

MECHANICS

1. Spelling													
a. ie/ei													
b. adding suffixes													
c. reversals													
d. other													
2. Punctuation													
a. end punctuation													
1. period													
2. question mark													
3. exclamation point													
b. quotation marks													
c. apostrophes													
1. omission													
2. possession													
d. commas													
1. series													
2. apposition													
3. compound sentence													
4. direct address													
5. quotations													
6. letter format													
e. other													
3. Capitalization													
a. proper nouns and titles													
b. first word in sentence													
c. in quotations													
4. Handwriting													

VI. PLANNING AND MANAGING INSERVICE EDUCATION

Regional Resource Trainers

Effective dissemination of the information pertaining to the writing sample for the GED is enhanced by the existence of teacher trainers who are (1) knowledgeable of the requirements of the test, (2) knowledgeable of the writing skills needed by the candidates to perform satisfactorily on the test, (3) able to develop and conduct workshops in their geographic region to impart these knowledges to HSE teachers, and (4) able to provide ongoing support to the teachers they train.

The development of a cadre of regional trainers to implement a statewide dissemination effort requires the following:

1. Selection of trainers representing all geographical regions of the state
2. Training of the trainers
3. Planning and implementation of regional workshops
4. Providing follow-up visits to HSE classes by the trainers to measure impact of training on teacher behavior and to provide continued assistance.

1. Selection of Trainers. The trainers should be experienced ABE or HSE teachers who are knowledgeable of the population to be served and the uniqueness of the learning environment of adult education programs. In addition, they should possess an interest in and experience with teaching writing.

2. Training of the Teacher Trainers. A workshop designed to develop or enhance the trainer's skills listed in paragraph 1 should be provided. The goals of the trainer workshop should result in that each participant:

- be knowledgeable about potential format and content of the writing test item
- be aware of criteria to be used in scoring the test item
- be capable of at least minimal use of the holistic scoring technique in the classroom
- be able to provide instruction in the writing process generally as well as improve student writing competency to pass test requirements
- be aware of a variety of teaching strategies to use in the classroom
- be knowledgeable of instructional management strategies to allow integration of writing into individualized instruction
- be capable of planning and implementing a workshop to instruct other staff to teach the writing process and holistic scoring; and to share knowledge about the GED writing test.

3. Planning and Implementing Regional Workshops. An activity of the training workshop discussed in #2 should be the planning of a regional HSE teacher training workshop. Working in teams of two, the regional trainer plans a six-hour workshop. The guide to assist trainers in planning is provided at the end of this chapter. Following the workshop regional trainers, working in concert with State Education Regional Supervisors, should develop a schedule for the regional workshops. Project staff assist trainers in planning and attend the first workshop conducted by these regional trainers.

4. Follow-up Visits. Follow-up visits by the trainers to HSE classes conducted by participants of their workshops should be scheduled. The purpose of the visit is to assess the impact of the training. Project staff should accompany the trainers on their first class visit to model and assist in the process. Class visits are a valuable activity: (1) they assure teachers that workshop activities carry with them an expectation that implementation will follow, (2) they provide an ongoing

resource to teachers who need additional help, and (3) they provide trainers with an opportunity to determine the need for additional workshops. The State Education Department Regional Supervisors should play a vital role in the scheduling of the visits, and assist and support the trainers in implementing ongoing support to the teachers in their region.

Forms which can be used by the trainers to help them make effective visits are provided at the end of this section.

INSERVICE WORKSHOP PLANNING GUIDE

High School Equivalency Training Writing Workshop Description

Teacher-Trainer Name_____

Teacher-Trainer Name_____

1. State the goal of your writing inservice workshop.

2. Give the title of your workshop and write one or two paragraphs describing the workshop. Also, describe how this workshop fits into the overall plan for staff development in your region.

3. Describe the needs assessment that will be designed so that you will know what skills each participant brings with them relative to your workshop goal(s).

Mechanical Details

1. Title of Training Workshop:

2. Date of workshop:

3. Time of workshop: from _____ to _____

4. Place workshop will be held:

5. List of participants:

6. Participants will be contacted by:

   _____

7. Participants will be notified by:

   _____mail
   _____telephone
   _____other (describe):_____

8. I will contact coordinator/supervisor/administrator/other to confirm workshop date and location on or before _____.
   (date)

Name(s): _____

_____

Name: _____

Intended Learning Outcomes - Observable Behaviors

List the intended learning outcomes of the writing workshop and what will be the observable behaviors that you will seek during follow-up activities.

INTENDED LEARNING OUTCOME	OBSERVABLE BEHAVIOR
Examples	
1.1 After appropriate training, the participant will be able to use stated criteria to arrive at a holistic evaluation of student writing.	*1.1 The participant will use the stated criteria on the six-point scale to arrive at a holistic score, which is the same as or adjacent to the scores of other raters of the same paper.*

Name_____

Writing Workshop Activities

List each intended learning outcome, the workshop activities that will lead to each outcome, the mode of presentation for each activity and the materials and equipment needed for the presentation.

INTENDED LEARNING OUTCOME	WORKSHOP ACTIVITY	PRESENTATION MODE	MATERIALS/EQUIPMENT NEEDED

Agenda

Write an agenda for your workshop. Please indicate the hour, presentation or activity and who will present or direct the activity.

Example:

9:00 a.m.	*Registration -*
9:30	*Welcome -*
	Introduction -

Evaluation

There are two phases of the ideal evaluation of efforts as teacher-trainers. Phase I deals with evaluation of the effectiveness of the workshop that you conduct. Phase II deals with the impact of the workshop on teacher behavior that would be observable in a class visitation.

1. Develop an evaluation form which can be administered to participants at the conclusion of the workshop.

2. Develop an evaluation form which can be used during class visitations. Feel free to modify or edit any forms previously provided.

Sample Workshop Evaluation Form

(Location) _____ (Date) _____

Directions: Please rate each item using the rating scale given below.

Rating Scale: *5 = strongly agree* *4 = agree* *3 = somewhat agree* *2 = mostly agree* *1 = disagree*

Rating

_____ 1. I am familiar with the format of the Writing Test-Part II, and its possible content.

_____ 2. I understand holistic scoring well enough to assess my students' essays.

_____ 3. I understand the writing process well enough to implement it in my class.

_____ 4. I am familiar with the writing curriculum and strategies for teaching writing.

_____ 5. I am better able to assess my students' essays so that I can prescribe appropriate instruction.

_____ 6. I am better able to incorporate writing into the instructional management system.

Other comments:

Prepared by New York City teacher-trainers for use in local workshops.

Sample Follow-Up/Site Visitation Form

Name of Institution/Agency _____

Date: _____ Visitation Team: _____

_____

_____

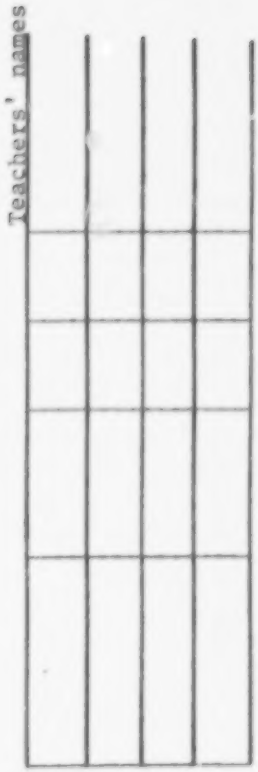
Writing Sample--Mastery Application Plan

The Mastery Application Plan (MAP)* is an observational instrument used during field visitations to identify whether training objectives have been implemented and to what extent. This is not a rating instrument; it is a tool to be shared by trainer and trainee. Additionally, it is not a question-and-answer type of device--it is filled out based on actual observation.

Directions: *Name(s) of teachers being observed may be written vertically; observer places a check mark in the teacher's column opposite each behavior that is observed. Additional comments may be added at the end of the form.*

	Teachers' names			
1. Teacher has demonstrated an awareness of the format and content of the writing sample test item.				
2. Teacher has demonstrated an awareness of the criteria to be used in the holistic scoring technique as applied to the GED test.				
3. The teacher has demonstrated a knowledge of the components and related skills of the writing product to be evaluated on the GED test.				
4. The teacher has demonstrated a knowledge of the stages of the writing process and the skills related to their completion.				
5. The teacher has selected an appropriate needs assessment and locator for writing.				
6. The teacher has selected an appropriate diagnostic instrument for evaluating student writing process and product.				

*Prepared by the Long Island Adult Basic and Secondary Education Staff Development Center for local trainer-trainee use.



7. The teacher has recorded the individual results of the diagnosis of student writing process and product in a student folder.

8. The teacher has prepared an individual work plan based on these diagnoses.

9. The teacher has made provision for student to develop personal skills of evaluating writing by providing for peer conferencing and self-monitoring techniques.

10. The teacher shows flexibility in changing assignments by selecting appropriate techniques and strategies based on observation of student's needs as well as evaluation of student's development and improvement in the process and product of writing.

Comments:

Sample Follow-Up/Site Visitation Form

Class Visit Form

Name_____ Site_____

Day(s) and Hours that Class Meets_____

This class visit form is to be used to determine the extent to which training objectives have been met. It is not a rating instrument; it is a tool to be shared by trainer and trainee. It is being used to help the teacher implement writing instruction in the GED classroom. The responses on the form are based on observable evidence.

Check those items that apply.

_____1. Students have initial writing assessments in their folders.

_____2. Guided by the student's writing sample and the Criteria for Scoring, the teacher will have recorded the skills that the student needs to learn or to improve.

_____3. The student and teacher have prepared an individual work plan that is kept in the student's folder. This work plan is based on the teacher's determination of the student's strengths and weaknesses and on the Criteria for Scoring:

1. Student understands the purpose of the writing tasks.
2. The student's writing contains substantive ideas.
3. The student can organize ideas well, e.g., can establish a logical sequence and can demonstrate relationships among ideas.
4. The student's evidence in support of his/her ideas is relevant, substantive, and specific.
5. The student's language is vivid and precise.
6. The student's use of the Conventions of Standard Written English (usage, sentence structure, mechanics) is acceptable.

_____4. There is evidence that the teacher, in conference with the student, adjusts the writing assignments according to the student's needs.

_____5. There is evidence that the students are writing as they prepare for the GED Exam. Students have drafts and revisions of expository writing in their folders or notebooks. Learning logs and journals are possible activities to assign to students.

Prepared by New York City teacher-trainers.

Class Visit Form

Name_____ Site_____

Day(s) and hours that class meets_____

The following checklist is designed to help the trainers provide each teacher with the fullest and most appropriate support in implementing writing instruction in the GED classroom.

I would like assistance in instituting the following instructional activities. Check the items that apply.

_____1. Finding appropriate topics for student practice essays.

_____2. Pre-writing activities relevant to expository (persuasive) writing, e.g., how to generate ideas, eliminate irrelevant ideas, sequence ideas, establish relationships between main ideas and details, etc.

_____3. The Writing Process, e.g., how to write supporting details, create logical arguments, develop coherent paragraphs, focus ideas, use language and logic appropriate to defending a position.

_____4. Revising, e.g., how to add, eliminate, and rewrite information.

_____5. Editing, e.g., how to correct sentence structure, spelling, punctuation, usage, and mechanics.

_____6. Holding a conference.

_____7. Other: I would like assistance in _____

_____

_____

_____

Fill in this form prior to class visit, please.

Sample: FOLLOW-UP EVALUATION VISITATION

School_____ Class Levels_____

Instructor_____ Date_____

Checklist	In Place	Not in Place	When
1. Individual Writing Folders			
2. Entry Writing Sample			
3. Diagnostic-Prescriptive Sheet			
a) Up-to-Date			
b) Predictor Level or Comments			
4. List of Topics			
5. Forms of Writing--Varied?			
6. Samples of			
a) Prewriting			
b) Composing			
c) Post-Writing			

Comments

INSTRUCTOR REACTION

INSTRUCTOR NEEDS

Prepared by Capital District-Northern New York Inservice Trainers

GLOSSARY OF TERMS

audience	person or group for whom the communication is intended
composing process	generating, organizing, and presenting of ideas in writing the steps are both sequential and recursive
direct assessment	measurement of skill mastery by means of subjective testing which requires that the skill be demonstrated and that certain criteria be met
editing	rereading of a written product for specific kinds of writing improvement
essay	composition which presents a point of view on a particular subject
expository essay	presents a viewpoint, explains, clarifies, and illustrates it
formative evaluation	ongoing, diagnostic assessment by classroom teacher for purposes of adjusting instruction to individual (criterion-referenced)
holistic scoring	method of assessment in which the rater reviews the paper for an overall of "whole" impression. Specific factors such as grammar, syntax, tone, and vocabulary undoubtedly affect the rater's response, but none of the factors is isolated and scored separately. Raters use "model" papers, called range finders, as guides. The "rubric" is concerned mainly with the relevance of the answer to the essay question and with the content of the answer, rather than with general features of writing.
indirect assessment	measurement of skill mastery by means of objective testing of isolated skills used in a larger process
modeling	educative technique in which teacher performs along with student the kinds of behavior he/she intends students to assume

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Prepared by Kathy Reeves, Greece Central Schools

persuasive essay	writing piece that persuades the reader that the espoused viewpoint is a valid one, supported through facts, examples, statistics, etc.
prewriting	stage of writing process where ideas are generated; the goal is quantity, where ideas, associations can occur. Selection and organization follow later.
primary trait scoring	use of single criterion for evaluating a single assignment. (Ex. in a single persuasive essay, did the writer take a clear positive and give two or more elaborated reasons?) This criterion alone is the basis for scoring, whatever the chosen scale. It is the most sophisticated assessment and potentially the most useful.
purpose	reason a writer is communicating with the "others"
reliability	determination that the results of a certain test instrument will be the same when it is repeated over time
revising	stage wherein students develop the sense of writing as material for rewriting and not as an immediate, final product. Necessary to have comfortable atmosphere where students have the chance to learn from each other and to practice
summative evaluation	judgment rendered at course completion to assess whether or not a skill level has been mastered (norm-referenced)
validity	determination that a test instrument actually measures what it purports to measure
voice	writer's status as writer of a certain piece (Ex. parent to teacher, constituent to representative, etc.)
whole-piece writing	productive of a written communication using the steps of the composing process
writing stage	step which involves synthesis and application of basic skills. Ideas, thoughts, and facts are organized into a form.

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